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Introduction

This *Framework for Planning* was developed by Saskatchewan Education to assist Saskatchewan schools and school divisions in the implementation of gender equity. Saskatchewan Education has also developed the following publications in support of gender equity:

- *Gender Equity Policy and Guidelines for Implementation* (February 1991)
- *Gender Equity Policy and Guidelines for Implementation* - A Summary (February 1991)
- *Gender Equity Resource Directory* (April 1991)
- *Selection of Fair and Equitable Learning Materials* (March 1991)

Saskatchewan Education's activities in support of gender equity grew out of a need to ensure that equality of opportunity and realization of equality of results are realized for female and male students in the schools of Saskatchewan. The education that students receive should be based on their individual aptitudes, abilities and interests, not their gender. Saskatchewan Education recognizes that both male and female students are disadvantaged when their school environment is not gender equitable. Because both are treated in certain gender-stereotyped ways, neither may develop to their maximum potential. Although the effects are different for boys and girls, all aspects of development (intellectual, social, emotional, and physical) may be affected.

Creation of a gender-equitable school system will have benefits for both individuals and society as a whole. Individuals will be free to develop in whatever direction their interests and abilities take them and will not be restrained by gender stereotypes. Society as a whole will benefit, socially and economically, because all individuals will be contributing fully. Their contributions will not be limited by the artificial barriers created by gender inequity.

Making gender equity a priority at this time is particularly appropriate because it coincides with Core Curriculum development. Implementing the two simultaneously will ensure that gender equity becomes an integral part of the overall curriculum plan and of individual courses of study. It should be reflected in all components of the education system: curriculum, resource materials, instructional and assessment practices, school environment, student development programs, and interactions between the school and the community.

The Gender Equity Committee

A gender equity program, like any other type of program, needs strong leadership if it is to be successful. The support and commitment of the Director of Education and of the principal is crucial. Also crucial is the leadership, organization, and direction which can be provided by a gender equity committee.

The role of the gender equity committee is to work with teachers and administrators to assist them to implement gender equity at the division, school, and classroom level. It is important that the gender equity committee be a facilitating group that helps others develop plans which reflect their needs. Commitment to a plan or a course of action will only come if those responsible for implementing it also have significant responsibility for designing it. Therefore, during planning and policy development, the groups affected should be involved every step of the way.

The structure of the gender equity committee may vary from one school division to another depending upon individual circumstances. In some school divisions, there may be a division-wide gender equity committee as well as committees in each school. In other divisions, there may only be a division-level committee or only committees in each school. Yet other school divisions may choose to work through existing committees, instead of setting up a special committee. For example, gender equity might be integrated into the activities of curriculum and guidance committees.

A division-level gender equity committee should have several members and should include a balanced number of women and men. The representation on the committee should be as broad as possible. For example, the committee might include:

- community members
- board members
- principals or vice-principals
- teachers
- support staff (secretaries, bus drivers)
- parents
- students
- central office administrators.

Ideally, a school-level gender equity committee would also have several members, drawn from a variety of groups and balanced representation of females and males. In small schools this may not be possible, but even in these situations the committee should have two or three members. When the committee has several members, there are more people to share ideas and to do the work.

In most school divisions, the Director of Education will assume responsibility for recruiting the divisional gender equity committee, and principals will assume responsibility for recruiting school committees. Procedures for selecting members of the gender equity committee may vary depending upon circumstances. Two possibilities include:

- Ask for volunteers. It may be necessary to use several techniques to recruit volunteers. Send a letter home with students, put an ad in the local paper, put an announcement on the school bulletin board, hold a community meeting.
- Ask parents' groups (Home & School), students' groups (S.R.C.), or teachers' groups to nominate representatives.

The people who are on the gender equity committee should:

- have a strong interest in gender equity
- be good facilitators who are able to guide, lead and persuade
- be willing to give time and energy to the project.

The role of the gender equity committee is to:

- provide leadership and direction for the gender equity project
- involve members of the school and the community in specific gender equity activities
- present the gender equity project to school and community.

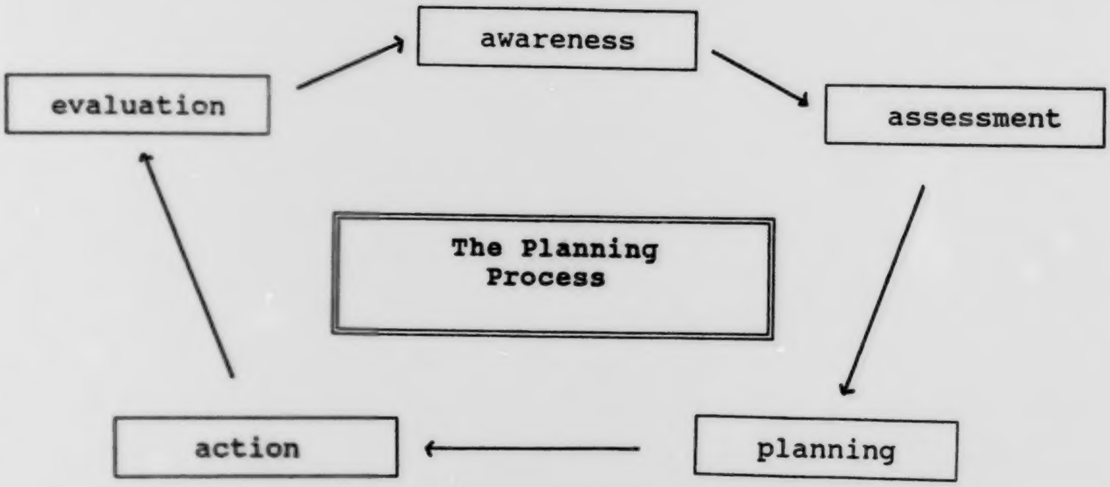
The way that the gender equity committee works will vary from one school division to another depending upon circumstances. If there are both division-level and school-level committees, the divisional committee would probably work with the board of education, central office staff, educational administrators, and the general public. The school-level committee would probably work with the administrators in their school, teachers, students, and local parents.

One of the gender equity committee's most important tasks is meeting with various groups (teachers, administrators, board) and assisting groups to develop a plan for those aspects of the educational program that affect them. In some cases, the committee will work with the group on an ongoing basis, perhaps meeting with them at each stage of the five-stage planning process described in the sections which follow. In other cases, the committee's involvement will be limited to development of the plan. The group will then implement the plan on their own.

Using the Framework for Planning

This *Framework for Planning* is intended to help Directors of Education and local gender equity committees implement gender equity in their school divisions. It provides a sequential plan along with information and checklists which can be used at various stages of the plan. Directors of Education and gender equity committees can use some or all of this *Framework*. Some sections will be more relevant to particular situations than to others.

A five-stage planning model is used in this framework. The stages of the model are:



As the diagram above shows, planning for gender equity is an ongoing process. The awareness phase helps people realize why gender equity is important and gives them information about the ways in which gender-equitable and gender-inequitable school environments affect students. During the assessment phase, schools and school divisions gather information about their strengths and weaknesses. This information is used as the basis for establishment of goals and priorities during the planning phase. The evaluation phase helps determine the extent to which activities undertaken during the action phase have had an impact on the school environment. Evaluation also creates awareness of new needs, new priorities and new goals, and so begins a planning cycle as well as completing one.

This *Framework for Planning* includes a separate section for each of the five stages of the planning model. Activities which can be undertaken by teachers, administrators, students, and the community to promote gender equity are described. The document concludes with three appendices. These appendices provide background readings and checklists to accompany the first three sections: awareness, assessment, and planning.

Phase I

Awareness

Phase I - Awareness

The first step in any gender equity project is to make people aware of the need for such a project. People have had different experiences and so have different understandings of gender equity issues. Raising awareness and helping people understand why gender equity is important is the purpose of the awareness phase of a gender equity program. During this phase, the gender equity committee would meet with interested groups (teachers, administrators, parents) and explain the need for gender equity and the purpose of the project. Committee members might lead the group through a number of awareness activities or provide the group with ideas for awareness activities they can do on their own.

With the Board of Education

- Provide an overview of Saskatchewan Education's Gender Equity Program. Use Appendix I-1.
- Provide information about the types of gender bias which may occur in classrooms. Use Appendix I-2. This appendix can be used as a handout or it can provide background information for an oral presentation. If it is used as the basis for an oral presentation, use examples from classrooms you have observed to illustrate each type of bias.
- Provide background statistical information about women's social and economic status within Canadian society. Use Appendix I-3.
- Provide statistical data which shows that the number of female teachers is higher than the number of male teachers, yet male educational administrators are in the majority. Use Appendix I-4. Discuss the effect that this has on children. (Children observe the role models around them and pattern their own career aspirations on what they see). Compare the percentage of female educational administrators in Saskatchewan to the percentage in other provinces. Compare the information on the graph to the situation in the local school division.
- Show videotapes which illustrate the need for gender equity programs. Use Appendix I-5.
- Provide opportunities for board members to become aware of gender bias in learning materials. Use the checklist in Appendix I-6.
- Provide opportunities for board members to become aware of the way in which gender inequity affects both boys and girls. Use Appendix I-7 and Appendix I-11.
- Provide board members with information that will help them identify gender-equitable education. Use Appendix I-8 and Appendix I-11.
- Make board members aware of the impact of gender-biased language. Use Appendix I-9.

With the Community

- Provide an overview of Saskatchewan Education's Gender Equity Program. Use Appendix I-1.

- Provide information about the types of gender bias which may occur in classrooms and schools. Use Appendix I-2 and Appendix I-11.

- Provide statistical information about women's social and economic status within Canadian society. Use Appendix I-3.

- Show videotapes which illustrate the need for gender equity programs. Use Appendix I-5.

- Send a letter home with students and/or write an article for the local newspaper which explains why gender equity is needed and tells parents that the school is beginning a gender equity project. Use the information in Appendices I-2 and I-3. Supplement this data with information relevant to your specific school situation.

- Provide opportunities for community members to become aware of gender bias in learning materials. Use the checklist in Appendix I-6.

- Make community members aware of the way in which gender inequity affects both boys and girls. Use Appendix I-7.

- Provide community members with information which will help them identify gender-equitable education. Use Appendix I-8.

With Teachers

- Provide an overview of Saskatchewan Education's Gender Equity Program. Use Appendix I-1.

- Provide information about the types of gender bias which may occur in classrooms. Use Appendix I-2 and Appendix I-11.

- Invite teachers to assess textbooks to determine whether they are gender equitable. Use the checklist in Appendix I-6.

- Make teachers aware of the way in which gender inequity affects both girls and boys. Use Appendix I-7 and Appendix I-11.

- Provide teachers with information that will help them identify gender-equitable education. Use Appendix I-8.

- Make teachers aware of the impact of gender-inequitable language. Use Appendix I-9.

- Invite teachers to assess their own expectations for students. Use Appendix I-10.

- Show videotapes which illustrate the need for gender equity programs. Use Appendix I-5.

- Provide statistical information about women's social and economic status within Canadian society. Use Appendix I-3.

- Provide statistical data which shows that the number of female teachers is higher than the number of male teachers, yet male educational administrators are in the majority. Use Appendix I-4. Discuss the effect that this has on children. (Children observe the role models around them and pattern their own career aspirations on what they see.) Compare the percentage of female educational administrators in Saskatchewan to the percentage in other provinces.

With Students

- Show videotapes which illustrate the need for gender equity programs. Use Appendix I-5.

- Invite students to assess textbooks to determine whether they are gender equitable. Use the checklist in Appendix I-6.

- Provide information about the types of gender bias which may occur in classrooms. Use Appendix I-2 and Appendix I-11.

- Have students examine gender roles in an equal number of stories which have male main characters and female main characters. List and compare the character traits and actions of each group of main characters.

Phase II

Assessment

Phase II - Assessment

The purpose of the assessment phase of a gender equity project is to identify the strengths and weaknesses of the school division as a whole and of specific schools. The assessment phase is a natural continuation of the awareness phase. As individuals and groups become more informed about gender equity and about the situation in their school, their awareness will increase.

The role of the gender equity committee is to encourage others to assess those aspects of the educational program which affect them and to provide them with tools which will make this process easier. For example, the gender equity committee would encourage the board of education to assess its policies, school administrators to assess the environment of their schools, and teachers to assess their teaching practices. The gender equity committee might provide each of these groups with appropriate ideas and checklists from this *Framework for Planning*.

Assessment is most effective if it is done by the individuals and groups affected. The gender equity committee should not act as an evaluative body or make judgements about the work or the attitudes of individuals or groups.

Assessment can focus on six areas of school practice: curriculum, resource materials, instructional and assessment practices, school environment, student development, and the relationship between the school and the community.

Curriculum

- Invite the Board of Education, administrators, principals, and teachers to assess locally-developed curricula to determine the extent to which inclusionary language is used. Use Appendix II-1.
- Invite the Board of Education to assess its policy concerning locally-developed curricula. Does the policy specify that all locally-developed curricula should be gender equitable?
- Invite school staffs to assess the extent to which curriculum and instruction in the required areas of study is gender equitable. Use Appendix II-2.

Resource Materials

- Invite board members, administrators, teachers, and students to evaluate learning materials for gender bias. Use Appendix II-4 or the guidelines which appear in Saskatchewan Education's publication *Selecting Fair and Equitable Learning Materials.*

- Invite the Board of Education to assess the division's materials selection policy (Divisions are required to have such a policy under the Regulations to *The Education Act*). Is gender fairness one criterion included in the policy?

- Invite principal, teachers, and school librarian to assess their school's materials selection policy. Is gender fairness one criterion included in the policy?

Instructional and Assessment Practices

- Invite school staffs to assess their instruction in the required areas of study. Use Appendix II-2.

- Invite school staffs to assess their instruction in the practical and applied arts. Use Appendix II-3. The checklist in this Appendix covers only two subject areas. Invite school staffs to develop similar checklists for other practical and applied arts taught in their school.

- Invite teachers to assess their own instructional practices to determine the extent to which they are gender equitable. Use Appendix II-5 or Appendix II-6.

- Invite teachers to ask their students to assess their instructional practices. Teachers can ask students to complete the questionnaire in Appendix II-7. Teachers can then analyze the results to see how students perceive their teacher's treatment of the genders. The use of a questionnaire such as the one in Appendix II-7 will be enhanced if teachers explain its purpose to students beforehand and discuss how completion of the questionnaire will help them improve their teaching.

- Invite board members, administrators, and teachers to assess commercial achievement and psychological tests to determine the extent to which they are gender equitable. Use Appendix II-9.

- Invite the Board of Education to assess its various policies. To what extent do the policies make a commitment to gender-equitable instructional and assessment practices?

- Invite the Director of Education and principals to consider whether gender-equitable treatment of students is included in the criteria used when supervising teachers.

School Environment

- Invite principals and teachers to assess the environment in their own school. Use Appendix II-10.

- Invite school staff members to assess the way they interact with each other. Are their interactions gender equitable? Use Appendix II-12.

- Invite teachers to assess their students' behaviour. To what extent is students' behaviour gender equitable? Use Appendix II-8.
- Invite principals and teachers to determine whether enrolment is balanced by gender in all elective courses.
- Invite the Board of Education to assess its various policies. To what extent do the policies make it clear that all students will have equal access to all courses and programs?
- Invite the Board of Education to assess the leadership opportunities provided to staff and to assess the extent to which these are gender equitable.
- Invite school staffs and students to assess the school's bulletin boards and hallway displays for gender equity. Appendix II-11.
- Invite principals to consider the time-tabling in their schools. Are home economics and industrial arts scheduled at different times so that students can take both if they wish?
- Invite principals and teachers to consider whether female and male extra-curricular sports programs have comparable allocation of resources. Use Appendix II-13.
- Invite principals and teachers to consider whether female and male teachers and students participating in extra-curricular opportunities have equal opportunity and recognition. Use Appendix II-13.
- Invite the Board of Education to investigate whether it has a sexual harassment policy. If the board does not have such a policy, ask it to initiate the development of one.
- Invite the Board of Education to investigate whether it has a policy on child sexual abuse in addition to the *Child Abuse Protocol - School Systems* developed jointly by Saskatchewan Social Services and Saskatchewan Education (Appendix III-11). If the board does not have such a policy, ask it to initiate the development of one.

Student Development

- Invite counsellors, teachers, and administrators who provide career and personal counselling to assess their counselling for gender equity. Use Appendix II-14.
- Invite students, teachers, guidance counsellors, and administrators to assess the information about careers used in the guidance program. Use Appendix II-15.
- Invite parents to assess the extent to which they are helping their children avoid gender biases when making career plans. Use Appendix II-16.

School and Community

- Invite the Board of Education to assess its correspondence, media releases, policies, and publications to determine the extent to which they are written in inclusionary language. Use Appendix II-1.
- Invite school staffs to consider the extent to which their interactions with the community are gender equitable. Use Appendix II-17.
- Invite school staffs to assess communications between the home and the school to determine the extent to which they use inclusionary language. Use Appendix II-1.
- Invite school staffs to count the number of females and the number of males involved in school volunteer activities and the levels of support they are asked to provide. Are the numbers and levels of support comparable?
- Invite the board of education to assess its various policies to determine whether they provide guidelines for gender-equitable school/community relations.

Phase III

Planning

Phase III - Planning

Planning for gender equity can occur on several levels at once. Communities, schools, school divisions, and individual teachers might all be developing plans specific to their responsibilities. For example, the board of education could make plans relating to the development of policy, while individual teachers could make plans relating to classroom instructional practice.

It is important that gender equity plans be made by those individuals and groups who will be responsible for carrying them out. The role of the gender equity committee is to give encouragement, support and leadership to those developing plans, not to actually make plans. A plan is worthless unless it has the whole-hearted support of those who will be implementing it.

Information gathered during the assessment phase of a gender equity project should provide the basis for planning. The assessment results will point out strengths which can be used as a basis for further growth and weak areas which need improvement. The assessment results will suggest possible goals for future action. For example, if the assessment shows that the environment in a school is not gender equitable, the entire school might work toward the goal of turning this situation around.

Both long and short-term goals are important. Short-term goals ensure that people see immediate results and thus are encouraged to continue on with the project. Long-term goals provide consistency and are a necessary part of major change. Developing a set of gender-equitable evaluation criteria to use when selecting new library materials might be a short-term goal; making instructional practices gender equitable might be a long-term goal.

Once goals have been established, the next step is to identify a number of alternative activities which might be undertaken to achieve the goals. When each alternative activity is being discussed, the resources needed, the time required, and the implications for school and community should be identified.

It will be necessary to establish a set of criteria to judge each of the alternative courses of action and to assess each alternative set of activities against the criteria. Identify the pros and cons of each of the alternatives. Then select those activities which best meet the criteria -- those which are most likely to lead to achievement of the goal. This is the decision phase of the planning process.

Next, identify exactly what you will do. Be sure to consider:

- what needs to be done (tasks)
- who will be responsible
- when things will be done (dates and timelines)

- where activities will be conducted
- what resources are required
- your evaluation criteria. Evaluation should be an integral part of the plan -- never an "add on". Many of the activities and checklists used during the assessment phase can also be used during evaluation.

Plans should be based upon areas of strength, as well as upon areas of weakness. For example, schools and school divisions might want to publicize their strengths by:

- announcing them at a school assembly/board meeting/parents meeting
- emphasizing them in bulletin board and hallway displays
- publicizing them in the school or community newsletter

They might want to develop plans that will reinforce these areas of strength and make them deeper and richer.

The charts which follow on the next ten pages provide samples of the planning process for six areas of the educational system: curriculum, resource materials, instructional and assessment practices, school environment, student development, and the relationship between the school and the community. They illustrate how the development of goals should be dictated by the results of an assessment and how specific activities to be undertaken should be derived from the goals identified. The charts also show that evaluation should be related to the assessment in order to determine whether the action taken has furthered overall gender equity goals.

It is important to note that the goals identified in the charts which follow are samples only. Individual schools and school divisions will want to develop goal statements appropriate to their own situations.

Curriculum

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that all locally developed curricula are gender equitable.	Assessment indicates that some locally developed courses are not gender equitable.	Invite curriculum developers to design a strategy which can be used to ensure that revised or newly developed courses are gender equitable.	Assess all newly developed or newly revised curricula to determine the extent to which they are gender equitable.
	Assessment shows that school division policy does not address gender equity in locally developed curricula.	Include a statement in board policy specifying that all locally developed curricula should be gender equitable.	Examination shows that policy is being applied to locally developed courses.

Curriculum

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that all instruction in the required areas of study is gender equitable.	Assessment (Appendix II-2) indicates that instruction in one or more required areas of study is not gender equitable.	Develop a plan for strategies which can be used to increase gender equity in the required areas of study (Appendix III-2).	After 6 months, 1 year, 2 years re-evaluate the required areas of study (Use Appendix II-2 again).

Curriculum

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that all instruction in the kindergarten program is gender equitable.	Assessment (Appendix II-6) indicates that instruction the kindergarten program is not gender equitable.	Develop a plan for strategies which can be used to increase gender equity in the kindergareten program (Appendix III-3).	After 6 months, 1 year, 2 years re-evaluate the required areas of study (Use Appendices II-6 and III-3 again).

Curriculum

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that instruction in the practical and applied arts is gender equitable.	Assessment (Appendix II-3) shows that instruction in the practical and applied arts is not gender equitable.	Develop a plan for strategies which can be used to increase gender equity in the practical and applied arts (Appendix III-4).	After 6 months, 1 year, 2 years re-evaluate instruction in the practical and applied arts (Use Appendix II-3 again).

Resource Materials

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that the materials collection reflects, in an unbiased way, the equal contributions of women and men to societies and cultures.	Assessment shows that divisional materials selection policy does not include gender equity as a criterion.	Include a statement in the divisional selection policy which addresses gender equity (Appendix III-1).	Assess all new materials acquired during the last 3, 6, or 12 months. Do they reflect gender equity? (Use Appendix II-4 or *Selecting Fair and Equitable Learning Materials*.
	Assessment shows that school materials selection policy does not include gender equity as a criterion.	Include a statement in the school selection policy which addresses gender equity (Appendix III-1).	
	Assessment (Appendix II-4) of materials used in the school indicates that some are gender biased.	Develop a list of criteria which can be used to evaluate new materials for gender equity (Use Appendix II-4 as a model).	

Resource Materials

Goal	Assessment Results	Planning & Action	Evaluation
To handle gender bias in instructional materials in ways which help students recognize and analyze bias.	Instructional materials used in the school show gender bias (Appendix II-4). Teachers feel uncertain about the best way to handle this bias.	Develop a repertoire of techniques for handling gender bias in instructional materials. (Use Appendix III-5).	Ask teachers to consider whether they feel less or more comfortable helping students deal with biased instructional materials.

Instructional and Assessment Practices

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that all teachers' instructional and assessment practices are gender equitable.	Assessment indicates that teachers' instructional practices are not gender equitable (Appendix (II-5, II-6 or II-7)	Develop strategies for replacing gender-biased instructional practices with those which are gender equitable (Use Appendix III-6).	After 3, 6 or 12 months, invite teachers to re-evaluate instructional practices (Use Appendix II-5, II-6 or II-7).
	Assessment indicates that board policy does not include a statement specifying that all instructional and assessment practices must be gender equitable.	Include a statement in board policy specifying that all instructional strategies are to be gender equitable.	
	Assessment shows that gender-equitable treatment of students is not included in criteria used to evaluate teachers.	Develop a checklist of gender-equitable teaching practices which can be used to evaluate teachers.	

Instructional and Assessment Practices

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that all teacher-developed tests used in classrooms are gender equitable.	Assessment (Appendix II-9) shows that some teacher-developed tests are not gender equitable.	Develop strategies for replacing gender-biased content in teacher-developed tests with gender-equitable content.	At 2, 4, or 6 month intervals, invite teachers to assess tests they have developed for gender bias.

Instructional and Assessment Practices

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that all commercially developed tests used in the school division are gender equitable.	Assessment (Appendix II-9) shows that some commercially developed tests used in the school division are not gender equitable.	Discontinue use of biased tests. Write to test publisher explaining why test is no longer used.	Regularly assess new tests on the market to see if less biased tests are available.
		Evaluate a wide range of commercial tests (use Appendix II-9) for gender bias. Select those tests which show the least bias for use in the school.	Regularly assess tests used in the school division to see if they are gender equitable.

School Environment

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that the school environment is gender equitable.	Assessment shows that school environment is not gender equitable (Appendix II-10, II-11, II-I2).	Develop strategies to promote a gender-equitable school environment.	Encourage staff members to assess the school environment at 4, 5, and 12 month intervals (Appendix II-10, II-11, II-12).
	Assessment shows that students' behavior is not gender equitable (Appendix II-8).	Develop intervention strategies which can be used to change students' behaviour (Appendix III-7).	Re-evaluate students' behaviour at 4, 6 or 10 month intervals (Appendix II-8).
	Assessment shows that hallway displays and bulletin boards are not gender equitable (Appendix II-11).	Develop guidelines for gender-equitable bulletin board and display ideas.	Continuously monitor displays and bulletin boards.
	Assessment shows that board policies do not require that all students be educated in a gender-equitable environment.	Include a statement in board policy specifying that all students should be educated in a gender-equitable environment.	Periodically review board policies.
		Provide opportunities for the school staff to discuss strategies for making the school environment more gender equitable.	

School Environment

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that enrolment of female and male students in all elective courses is comparable.	Statistics indicate that the number of males and females in elective courses is unequal.	Time-table home economics and industrial arts so that students can take both. Develop a promotional campaign to encourage students to enrol in courses which are not traditional for their gender. Select activities that are attractive to students of both genders. For example, in industrial arts allow students to make flower boxes and doll houses as well as tool boxes.	Continually monitor enrolment statistics.

School Environment

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that male and female sports programs have comparable allocations of money, equipment, facilities, practice time and staff.	Assessment indicates that female and male sports programs do not have comparable allocations. (Appendix II-13).	Reassign staff, reallocate budget, facilities, practice time and equipment. Buy additional equipment as needed.	At yearly intervals, assess the male and female sports programs to measure progress toward equity of resources.

School Environment

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that male and female teachers and students participating in extra-curricular activities have equal opportunity and recognition.	Assessment indicates that opportunity and recognition is not equal for females and males participating in extra-curricular activities (Appendix II-13).	Revise school priorities, change allocations of budget staff and facilities in order to give females and males equal opportunity and recognition for extra-curricular activities.	At yearly intervals, assess the opportunity and recognition provided to female and male teachers and students participating in extra-curricular activities.

School Environment

Goal	Assessment Results	Planning & Action	Evaluation
To eliminate incidents of sexual harassment.	School division policy does not address the topic of sexual harassment.	Include a statement in board policy relating to sexual harassment (Appendix III-8 and Appendix III-9).	May be difficult to evaluate. Try to determine if number of informal complaints about harassment have decreased.
	Incidents of sexual harassment are seen at school (boys making lewd comments to girls, unwanted touching, etc.)	Outline procedures which are to be followed in situations where sexual harassment occurs (Appendix III-8 and Appendix III-9).	Assess whether females and males in the school environment treat each other with dignity and respect.
	Incidents occur in which one gender attempts to intimidate or bully the other.	Develop strategies to encourage cooperation and promote respect between the genders.	

School Environment

Goal	Assessment Results	Planning & Action	Evaluation
To handle suspected incidents of child sexual abuse in ways that protect the child.	Assessment shows board does not have a policy on handling suspected incidents of child sexual abuse.	Include a statement in board policy on handling incidents of suspected child abuse (including child sexual abuse) (Appendix III-10 and Appendix III-11). Develop procedures which school staff can follow in cases of suspected child abuse (including child sexual abuse) in addition to the *Child Abuse Protocol - School Systems* (Appendix III-10 and Appendix III-11).	All suspected incidents of child sexual abuse are handled in accordance with established policies and procedures.

Student Development

Goal	Assessment Results	Planning & Action	Evaluation
To work toward gender-equitable career and personal counselling.	Assessment indicates that counselling is not always gender equitable (Appendix II-14).	Practice gender-fair counselling strategies (Appendix III-12).	At regular intervals, assess personal and career counselling for gender equity (Use Appendix II-14 again).

School and Community

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that all school-community interactions are gender equitable.	Assessment shows that interactions between school staff and community are not gender equitable (Appendix II-17).	Develop strategies which can be used to make school/community interaction gender equitable (Appendix II-17 provides some ideas).	At 3, 6 or 12 month intervals monitor interactions between school staffs and the community (Appendix II-17).
	Assessment shows that board policies do not provide guidelines for gender-equitable school/community interaction.	Include a statement in board policy specifying that all school/community interactions must be gender equitable.	

School and Community

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that all school board communications are written in inclusionary language.	Assessment shows that some school board documents and correspondence are not written in inclusionary language (Appendix II -1).	Select gender-biased writing samples and rewrite them in inclusionary language. Purchase reference materials which provide detailed guidelines for inclusionary language.	At regular intervals do a spot check on new documents and correspondence for use of inclusionary language (Appendix II-1).

School and Community

Goal	Assessment Results	Planning & Action	Evaluation
To ensure that all communications (written and verbal) between schools and community are in inclusionary language.	Assessment shows that some communications between home and schools are not in inclusionary langauge (Appendix II-1).	Select gender-biased writing samples and rewrite them in inclusionary language. Purchase reference materials which provide detailed guidelines for gender-equitable communications.	At regular intervals do a spot check on written and oral communications for inclusionary language (Appendix II-1).

School and Community

Goal	Assessment Results	Planning & Action	Evaluation
To have comparable numbers of female and male volunteers participating in school activities.	Assessment shows that number of male and female volunteers is not balanced.	Revise strategies used to recruit school volunteers. Schedule activities at times which are more convenient for volunteers. Encourage male family members to participate as school volunteers. Ensure that tasks assigned to female and male volunteers are gender equitable.	Continually monitor number of female and male volunteers.

Phase IV

Action

Phase IV - Action

Just as there will be different levels of planning, there will also be different levels of action. Action may take place at the school division, school, classroom and individual teacher levels. The activities undertaken at each of these levels should be complementary and should build upon and strengthen each other.

Action involves the following steps:

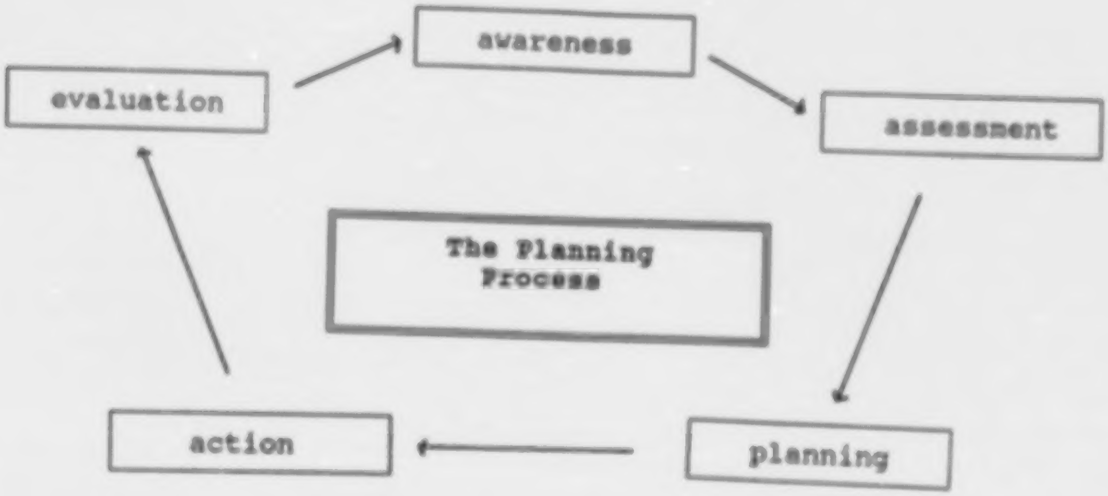
- Implement the plan.
- Be flexible -- plans do not always go as people think they will.
- Regularly check to see how the plan is working. Are activities being completed? How are the timelines? Did you select the best alternative? Do you need to change the plan? How are things proceeding? Talk to people, ask for opinions, collect data.
- If the plan is working well -- carry on. If it is not working -- ask why it is not and how it might be improved.
- Revise the plan if necessary. It may be necessary to make large or small adjustments in one or more aspects of the plan.

Phase V

Evaluation

Phase V - Evaluation

Evaluation is the end of the planning process, but it is also the beginning. Evaluation gives an indication of the extent to which goals and objectives established earlier in the planning process have been achieved. Of equal importance, it provides direction for future activities. Evaluation creates awareness of the need for new goals and new priorities. This process is illustrated below.



It is important that evaluation be an integral part of the planning process, not an "add on" at the end. What will be evaluated, how it will be evaluated, and how the evaluation results will be used should be considered when the basic plan is made. The evaluation phase should help to answer some of the following questions: What did we accomplish? What did we get done? What are our strengths? What would we do differently next time? What are the next steps?

Some questions to think about when planning an evaluation include:

Purpose

- What is the purpose of this evaluation?
- What are the objectives?
- Why do we want to evaluate this?

Method

- What method will be used?

Schedule

- The schedule should include target dates for:
    - letting people know about the purpose of the evaluation
    - selecting the method which will be used
    - collecting, summarizing, and analyzing data
    - making people aware of the results

Results

- What will you do with the results?
- What do the results confirm, reveal, or suggest?
- How and with whom will you share the results?

Follow-up

- What action is suggested by the results?
- What should be changed?
- Is more information needed?
- What other areas should be evaluated?

Appendix I

Appendix I-1

Gender Equity in Saskatchewan Schools

Saskatchewan Education's activities in support of gender equity grew out of a need to ensure that equality of opportunity and realization of equality of results are equal for female and male students in the schools of Saskatchewan. The education that students receive should be based on their individual aptitudes, abilities and interests, not their gender. Saskatchewan Education recognizes that both male and female students are disadvantaged when their school environment is not gender equitable. Because both are treated in certain gender-stereotyped ways, neither may develop to their maximum potential. Although the effects are different for boys and girls, all aspects of development (intellectual, social, artistic, and physical) may be affected.

Creation of a gender-equitable school system will have benefits for both individuals and for society as a whole. Individuals will be free to develop in whatever direction their interests and abilities take them and will not be restrained by gender stereotypes. Society as a whole will benefit, socially and economically, because all individuals will be contributing fully. Their contributions will not be limited by the artificial barriers created by gender inequity.

Making gender equity a priority at this time is particularly appropriate because it coincides with Core Curriculum development. Implementing the two simultaneously will ensure that gender equity becomes an integral part of the overall curriculum plan and of individual courses of study. It should be reflected in all components of the education system: curriculum, resource materials, instructional and assessment practices, school environment, student development programs, and interactions between the school and the community.

To guide schools and school divisions in the implementation of gender equity, Saskatchewan Education has published the document *Gender Equity Policy and Guidelines for Implementation*. This document:

- defines gender equity
- offers a basic policy statement concerning gender equity in the educational system
- identifies six areas where gender equity is needed and provides a policy statement relating to each area. These areas are curriculum, resource materials, instructional and assessment practices, school environment, student development, and the relationship between the school and the community.
- states that monitoring is needed in each of the six areas identified above
- provides guidelines for activities which might be undertaken to achieve gender equity in each of the six areas above and describes activities which might be used to monitor progress.

All of the partners in education participated in the development of the *Gender Equity Policy and Guidelines for Implementation*. An advisory committee made up of representatives from the Saskatchewan School Trustees Association, the Saskatchewan Teachers' Federation, the two universities, LEADS, the Indian and Métis Curriculum Advisory Committee and Saskatchewan Education participated in the development of a vision and provided advice. The *Policy* represents the efforts and energy of many people in the field of education, all of whom are committed to providing the best education possible for Saskatchewan's children.

Four other publications have also been published by Saskatchewan Education in support of gender equity. These publications are described below.

- *Gender Equity Policy and Guidelines for Implementation - A Summary* - This short summary document was distributed to all teachers in the province.
- *Gender Equity Resource Directory* - The directory includes an annotated bibliography of professional development materials and a listing of community agencies useful when implementing a gender equity program.
- *Selection of Fair and Equitable Learning Materials* - Gender bias is only one type of bias which can appear in instructional materials. Materials can also contain bias against people who are disabled, people from various cultural groups, and people who are older. These guidelines help teachers identify all four types of bias.
- *Gender Equity Framework for Planning* - A practical document, intended to assist Directors of Education and gender equity committees to implement gender equity projects.

Appendix I-2

Gender Bias in the Classroom

The first step in reducing gender bias is learning to recognize it. There are at least six different types of bias which can occur in teacher/student interactions.

1. Invisibility

   Girls form a quiet background to the active role of boys in the classroom. Teachers interact far more frequently with boys: rewarding them for their academic work, punishing them, talking to them, questioning them, and years later, remembering them far more often than girls. Girls have become the silent majority, almost invisible members of the classroom population. Female invisibility is under-scored by bulletin board and other displays which frequently omit women entirely.

2. Stereotyping

   Many teachers assume that the male half of the species shares one set of abilities, interests, values and roles, and the female half a different set of these characteristics. These stereotyped expectations ignore individual differences, affect the teacher's behavior and serve to limit the full development of male and female students. Teachers often reward boys for active, assertive, curious behaviour, while rewarding girls for appreciative, dependable and considerate behaviour. When these stereotyped teacher expectations are reinforced by stereotyped models, pictures and other displays, children receive more messages of "appropriate" gender role behaviour; and many children learn to limit their careers and capabilities in order to fit these stereotyped roles.

3. Fragmentation/Isolation

   By arbitrarily separating boys and girls in classroom procedures such as lining up, the formation of work groups and the organization of recreational activities, teachers promote the fragmentation and artificial isolation of the genders. Purposeless separation serves as a divisive influence and detracts from the goal of gender equality. When represented in the physical environment of the classroom, on bulletin boards and in other displays, the role and contributions of women are presented separately and secondly, as though the female role is only a corollary to the mainstream of the human experience.

4. Linguistic Bias

The same forms of language bias which emerge in instructional materials may also emerge in the language of the classroom. Gender-biased words such as "mankind" and "salesman", and the constant reliance on the male pronoun "he" to refer to both males and females, are examples of gender-inequitable language patterns which belittle the role and importance of females. As in the other cases of bias, the physical displays in the room may also reflect gender-inequitable messages, in this case, biased language.

5. Imbalance/Selectivity

The educational system reflects an imbalance in compensatory educational programs. Special education programs alleviate learning problems which tend to affect boys while generally ignoring those which hamper girls. Therefore, although there are special education programs for reading and emotional learning problems, there are few special programs in spatial relations and mathematics. Compensatory education programs reflect a gender bias in the selection of the type of learning problems to be recognized and remedied, and this imbalance works to the disadvantage of females.

Imbalance may also be evident in learning materials. Learning materials perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives that may apply to a particular situation. Through selective presentation of information, learning materials distort reality and ignore complex and differing viewpoints. As a result, millions of students have been given limited perspective concerning the contributions, struggles, and participation of women and minorities in our society.

6. Unreality

In spite of the many sources of gender bias in the classroom interaction, most teachers and teacher educators are unaware of their own roles in promoting educational inequality. In order to overcome this unreality of gender bias in the classroom, educators should be made aware of the sources and impact of biased interactions. Activities provided for students should prepare them for the reality of their future lives.

From: Fair, M.H. et al. (1980). *Trainer manual: Teachers' role: Identifying and overcoming sex bias in classroom management.* Denver: Colorado Department of Education. (Adapted from materials prepared by Shirley McCune and Martha Matthews). Used with permission.

Appendix I-3

Women in Canada

Did you know that.....

- As of 1988, there were approximately 13.1 million females, as opposed to 12.8 million males in Canada - women now make up almost 51% of the Canadian population.
- Lone-parent families accounted for 13% of all families in 1986, the majority of which were female lone-parent families (82%).
- In 1987, almost 87,000 divorces were granted in Canada, almost three times the number in the early 1970s.
- Since the mid-1970s, the total fertility rate has remained fairly stable, at roughly 1.7 children per woman. This level is below the level of 2.1 which is considered to be the "replacement level".
- Female household maintainers accounted for 28% of the 8.9 million households in Canada in 1986. The majority (almost three-quarters) of these maintainers lived either alone or as lone parents. About 27% of these female maintainers were 65 years and over, almost double the proportion of their male counterparts (14%).
- In 1986, female maintainers were less likely to own their homes than male, 42% versus 70%, respectively. Moreover, a higher proportion (60%) of them resided in multiple dwellings than single detached homes (39%). Also, they were much more likely than male maintainers to reside in smaller households; about 74% lived in one- or two-person households compared with 43% of the male maintainers.
- Female maintainers constituted 20% of owner-households in 1986. They had lower average dwelling values than households with male maintainers ($79,403 versus $86,127); lower average income ($31,264 versus $43,481) and lower average shelter cost payments ($411 versus $495). On the other hand, they constituted 43% of all tenant-occupied households. Tenant-occupied households with female maintainers were further behind their male counterparts in terms of average annual household income ($18,397 versus $27,886). Similarly, their average monthly gross rent was lower ($410 versus $449).
- Forty-six percent of female maintainers in tenant-occupied households, compared with only 27% of male maintainers, spent 30% or more of their income on shelter .

- Women in post-secondary education remained concentrated in traditionally female fields of study; in 1987, 61% of women receiving bachelor's degrees majored in either education, fine arts, humanities, nursing, or social sciences such as psychology, sociology and social work. In 1986, 60% of female community college graduates received their diplomas or certificates in health sciences, social sciences and services or in secretarial sciences.

- Female university graduates working full-time only earned about as much as males with just some post-secondary education.

- While the female/male earnings ratio for university graduates was only 70% in 1987, it was up from 60% in 1971.

- The proportion of the total labour force made up by women has increased from approximately one third in 1970 to 44% in 1988, with large gains in labour force participation noted for married women and women with young children.

- Eighty-four percent of working women were employed in service industries in 1988; women also made up the vast majority of clerical occupations (80%).

- Young or never-married women are more likely to have full-time earnings close to those of comparable males.

- Females with full-time employment earned only 66% of their male counterparts' earnings in 1987.

- The growing proportion of women living without spouses resulted in more women and children in low income by the mid-1980s.

- Among different types of family groups, female lone-parent families have the highest percentage in the low income category (57% in 1987).

From: *Women in Canada: A statistical report*. (1990). (2nd ed.). Ottawa: Statistics Canada, 1990. Used with permission.

Appendix 1-4

Women in School Administration

Number of Educators

Despite declining enrolments, the number of educators employed in Canada's public schools has remained virtually unchanged from the record high of 240,000 recorded in 1970-71. Several factors contribute to these opposing trends. Enrolment declines are often dispersed over large geographic areas and thus have little or no impact on staffing requirements for individual schools. Also, a number of school jurisdictions faced with dramatic enrolment declines which could have resulted in staff lay-offs, opted instead to institute new and expanded programs for students with special needs such as learning disabilities. Such action thus negated the normal effects of enrolment decline on the number of teachers employed.

In the late eighties, increases in the student population resulted in some growth in the size of the teaching force.

Traditionally, women have made up more than one-half of the number of educators in public schools. Since the beginning of the 80's their representation has been increasing each year – going from 55% in 1980-81 to 58% in 1988-89.

Provincial representation of women educators varies from a high of 62% in Quebec to a low of 52% in Manitoba and British Columbia.

Nombre du personnel d'enseignement

Malgré la décroissance des effectifs, le nombre du personnel d'enseignement est pratiquement demeuré inchangé depuis le sommet de 240,000 enregistré en 1970-1971. Plusieurs facteurs entrent en jeu dans ces tendances opposées. D'abord, les effectifs scolaires sont souvent disséminés dans de vastes régions géographiques et, de ce fait, ont peu ou pas d'influence sur les besoins en personnel de chaque école en particulier. Ensuite, pour parer au déclin marqué des effectifs, un certain nombre d'administrations scolaires ont choisi d'instaurer des programmes nouveaux ou élargis pour répondre à des besoins particuliers, comme, par exemple, les élèves en difficultés d'apprentissage, plutôt que de congédier du personnel. Cette décision peut avoir contré l'effet qu'aurait normalement eu la diminution des effectifs sur le nombre d'enseignants employés.

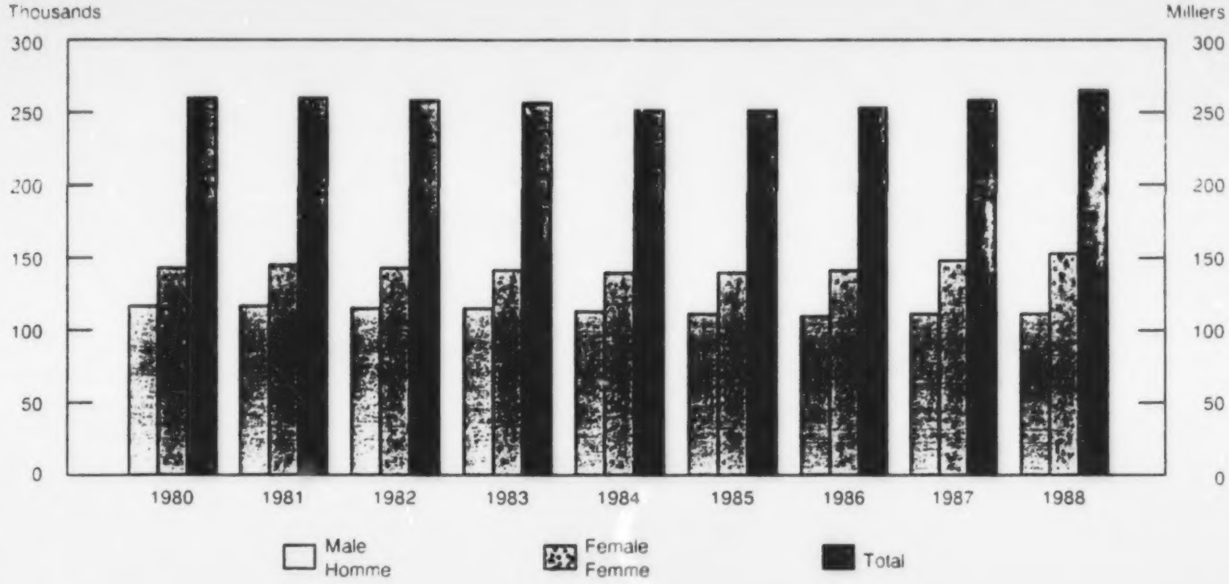
À la fin des années 80, l'augmentation de la population étudiante a occasionné une certaine croissance dans le personnel d'enseignement.

Traditionnellement, les femmes constituent plus de la moitié du personnel d'enseignement dans les écoles publiques. Depuis le début des années 80, leur nombre a augmenté chaque année, passant de 55 % en 1980-1981 à 58 % en 1988-1989.

Au niveau des provinces, la proportion de femmes parmi le personnel d'enseignement varie entre un maximum de 62 % pour le Québec et un minimum de 52 % pour le Manitoba et la Colombie-Britannique.

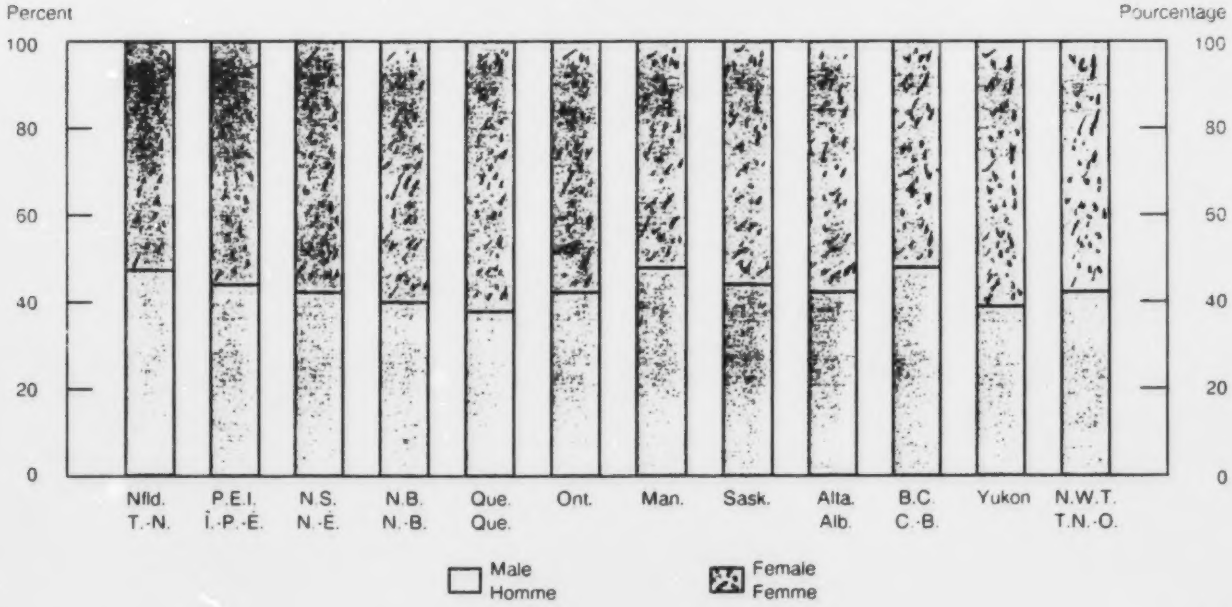
Number of Full-Time Educators in Public Schools, Canada, 1980-81 to 1988-89

Nombre du personnel d'enseignement à plein temps dans les écoles publiques, Canada, 1980-81 à 1988-89



Proportion of Full-Time Educators in Public Schools, by Gender and Province/Territory, 1988-89

Pourcentage du personnel d'enseignement à plein temps dans les écoles publiques, selon le sexe et la province ou le territoire, 1988-89



Women in School Administration

During the past decade, the issue of full participation of women in the workplace has been of general social concern. The degree of such participation is being assessed in many different occupations throughout the Canadian economy. In the education sector, the attention has been focused on the participation of women in the more senior, or administrative, positions.

From 1972-73 to 1988-89, the position of women as school administrators (principals and vice-principals) improved somewhat but their representation remains low. This despite the fact that women constitute the majority (60%) of the teaching profession.

In 1972-73, 16% of administrative positions were held by women; by 1989, the rate had increased to 21%. Gains were far greater for vice-principal positions than for principalships. Indeed, in the latter positions, the representation of women increased only marginally (from 17% to 17.9%), while as vice-principals women went to 26% in 1988-89 from 15% in 1972-73.

Provincial patterns in the employment of women in school administration reveal two major distinctions – their representation has decreased in the Atlantic provinces but has increased elsewhere. Losses in Atlantic Canada may be the result of the closing of smaller schools through consolidation, with concomitant greater loss of women administrators since women tended to be principals of smaller rural schools. In any event, in 1988-89 all Atlantic provinces except Prince Edward Island had higher proportions than the national average of women in administrative positions, and as principals in particular. This may again reflect the large number of small schools in these provinces compared with the rest of Canada.

Les femmes dans l'administration scolaire

Au cours de la dernière décennie, la question de la pleine participation des femmes dans tous les secteurs d'emploi a fait l'objet d'une préoccupation générale dans la société. Ce taux de participation à l'économie canadienne fait l'objet d'une étude dans un grand nombre de métiers ou professions. Dans le secteur de l'éducation, l'attention s'est focalisée sur la présence des femmes dans les postes supérieurs et l'administration.

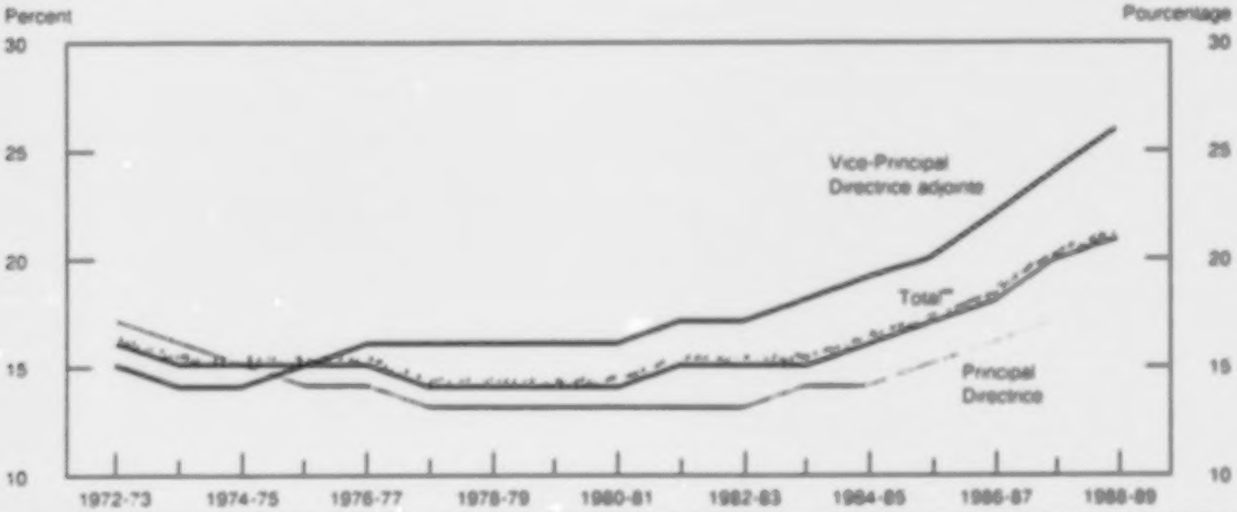
Entre 1972-1973 et 1988-1989, le taux de présence des femmes dans l'administration scolaire (directrices et directrices adjointes) a quelque peu augmenté, mais leur représentation est demeurée faible. Et ceci en dépit du fait que les femmes constituent la majorité (60 %) des enseignants.

En 1972-1973, 16 % des postes administratifs étaient occupés par des femmes; en 1989, ce taux était passé à 21 %. Les gains enregistrés sont beaucoup plus élevés dans le cas des postes de directeur adjoint que dans celui des postes de directeurs. En fait, pour ce qui est de ces derniers, la représentation des femmes s'est améliorée de façon marginale seulement (de 17 % à 17.9 %) tandis que, pour les postes d'adjoints, elle est passée de 15 % en 1972-1973 à 26 % en 1988-1989.

À l'échelle provinciale, on note deux tendances dans la représentation des femmes au sein des administrations scolaires : leur nombre a diminué dans les provinces de l'Atlantique tandis qu'il a augmenté partout ailleurs. Les pertes enregistrées dans les provinces de l'Atlantique peuvent être dues à la fermeture des écoles les plus petites avec, parallèlement, une plus grande perte de postes de direction pour les femmes, puisque c'était le plus souvent des femmes qui dirigeaient les petites écoles rurales. De toute manière, en 1988-1989, dans toutes les provinces de l'Atlantique, sauf l'Île-du-Prince-Édouard, la proportion de femmes qui occupaient des postes administratifs, et en particulier des postes de direction, était supérieure à la moyenne nationale. Ceci peut encore s'expliquer par le fait que ces provinces comptent plus de petites écoles que les autres provinces du Canada.

Proportion of Women in School Administration, Canada, (excludes Quebec*), 1972-73 to 1988-89

Pourcentage de femmes dans l'administration scolaire, Canada, (sauf Québec*), 1972-73 à 1988-89



* Data for Principals and Vice-Principals separately not available

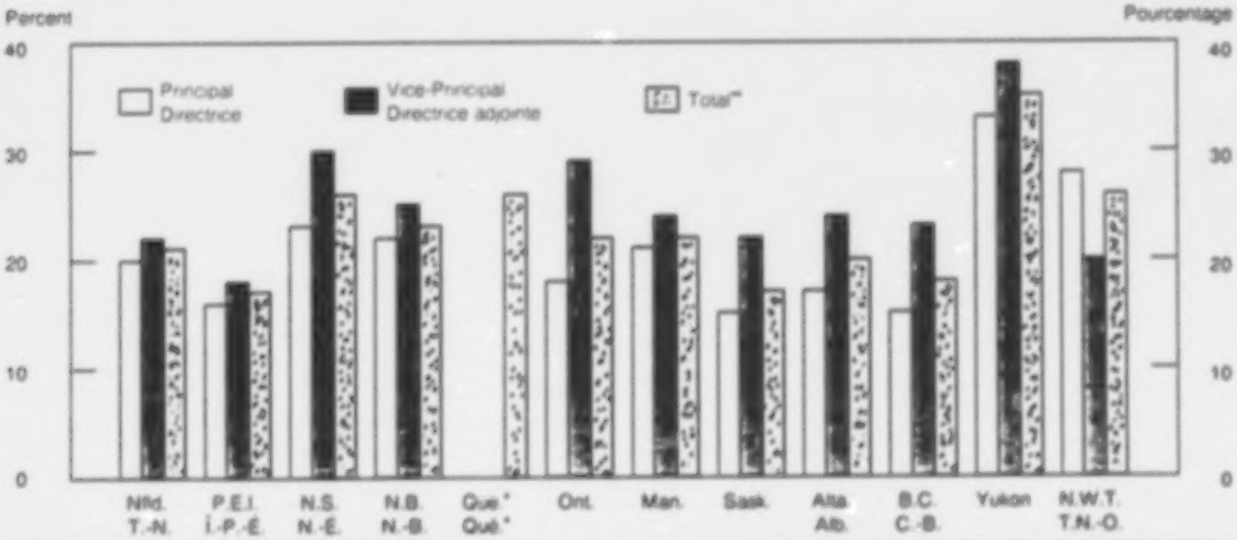
** Total refers to Principals and Vice-Principals

* Données pour les directeurs et les directeurs adjoints non disponibles séparément

** Le total réfère aux directeurs et aux directeurs adjoints

Proportion of Women in School Administration, by Province/Territory, 1988-89

Pourcentage de femmes dans l'administration scolaire, selon la province ou le territoire, 1988-89



* Data for Principals and Vice-Principals separately not available

** Total refers to Principals plus Vice-Principals

* Données pour les directrices et les directrices adjointes non disponibles séparément

** Le total réfère aux directrices et aux directrices adjointes

Appendix I-5

Gender Equity Videotapes and Films

Attention: Women at Work (Videotape). National Film Board. Available for duplication at a nominal fee from Media House Productions (MHP). 1983. 29 minutes. Order No. V02782.

In this documentary about women in non-traditional jobs, a hovercraft pilot, an architect and two construction journeywomen speak of their success in a male-dominated workplace and the difficulties they had to overcome. Each one offers practical advice on the choice of a career. These career portraits are intercut with a discussion among teenaged girls about the factors that influence career choices: sex-role stereotyping, fear of failure, self-image, marriage, motherhood, family expectations.

Would be useful during the awareness phase of a gender equity project to illustrate the many opportunities available to female students who have the personal initiative and the support from parents and teachers needed to take advantage of them.

Courting Equality (Videotape). Women's Legal Education and Action Fund Inc. Available for duplication at a nominal fee from Media House Productions (MHP). 1989. 25 minutes. Order No. V02924.

A discussion among four women and flashbacks of past events are used to explore the implications of women's treatment before the law. It is recognized that equal treatment can create unfair results. A number of issues affecting women in Canadian society are discussed. The role of the Women's Legal Education and Action Fund (LEAF), an organization dedicated to achieving equality for the women of Canada by using the guarantees in the Canadian Charter of Rights, is emphasized. Would be particularly useful during the awareness stage of a gender equity project.

The Eternal Other (Videotape). Access Network. Available for duplication at a nominal fee from Media House Productions (MHP). 1986. 29 minutes. Order No. V03471.

Gender is one of the most basic divisions of human existence. Our society has taught boys and girls that they have different economic, domestic and social roles in life. This program looks at the concept of gender roles and demonstrates how these differ within various societies. It also examines some of the ways in which people are beginning to break the predetermined patterns of behavior. An excellent resource for beginning to build an understanding of the subtle influence of gender expectations.

Fable of He and She (Film). Marlin Motion Pictures. Available on loan from Media House Productions (MHP). 1974. 12 minutes. Order No. 5899.

An animated fable which challenges stereotyped and gender-inequitable thinking and celebrates the joys of individual self-expression.

Focus on Your Future (Videotape). AV Production House. Available for duplication at a nominal fee from Media House Productions (MHP). 1990. 9 minutes. Order No. V3518 (a copy of this video has been distributed to each Saskatchewan high school).

Designed to begin discussions among teens, parents, and teachers about career preparation. Encourages students of both genders to consider a wide range of careers.

I Want to Be an Engineer (Videotape). National Film Board, Available for duplication at a nominal fee from Media House Production (MHP). 1983. 29 minutes.
Order No. V02921.

This film provides a lively introduction to the professional and personal lives of three female engineers -- just a few of the growing number of women who are opting for "non-traditional" jobs. Their enthusiasm for and commitment to their work makes them convincing role models for high-school girls who might be considering engineering as a career possibility. As well, the film is effective in fostering positive attitudes towards women working in the traditionally male professions of science and technology. Could be shown during the awareness phase of a gender equity project to build support for the project.

No Way! Not Me (Videotape). National Film Board. Available for duplication at a nominal fee from Media House Productions (MHP). n.d. 30 minutes. Order No. V02891.

Rosemary Brown, Canadian human rights activist, politician and educator, speaks to a group of high school students about women and poverty. She provides facts and figures about the incidence of female poverty in Canada and discusses what poverty means for women's everyday lives. She emphasizes that young women must take control of their own lives and their own careers if they wish to avoid a lifetime of poverty. She also emphasizes the need for equality of males and females in the home and the workplace. A good video to use during the awareness phase of a gender equity program to illustrate the need for gender equity.

One Onion at a Time (Videotape). Canadian Petroleum Association. Available for duplication at a nominal fee from Media House Productions (MHP). 1988. 18 minutes. Order No. 2687.

While this video encourages female students to consider math and science courses in high school and their application in choice of career, it also serves to assist students with career planning and encourages them to stay in school.

Useful during the awareness stage of a gender equity project or for student development.

Organizing for Change (Videotape). Access Network. Available for duplication for a nominal fee from Media House Productions (MHP). 1986. 29 minutes. Order No. VO3475.

Fundamental changes in attitude and law have been slow through conventional political structures. To make faster progress, women have organized themselves locally, nationally and internationally outside of the mainstream system. This program discusses the progress and diversity of the women's movement in working to find solutions for world peace, the feminization of poverty, the patriarchal value system, and racism.

Sexual Harassment in the Workplace (Videotape). Labour Canada. Distributed by Mirror Image Duplications (MID). 1988. 19 minutes. $17.95.

This videotape presents a series of vignettes which will help viewers identify the difference between sexual harassment and normal working relationships. The setting for the vignettes is the business office rather than the school. Nevertheless, the information presented can be easily generalized to other situations. Would be useful for high school or adult audiences.

To Play With the Best (Videotape). The Joint Human Resources Committee. Available for duplication at a nominal fee from Media House Production (MHP). 1989. 15 minutes. (Available in English or French). Order No. V03492.

Describes the electrical manufacturing industry and some of its challenging technical careers. For students to be eligible for these careers, they must stay with their mathematics and science courses in high school. Features interviews with young technical people employed in the industry -- many of them women. Useful during the awareness stage of a gender equity project or for student development.

The Tomorrow Builders: "Women in Construction". (Videotape). Canadian Construction Association (CCA). 1989. 12 minutes. $25.00. (Available in English or French).

Designed to encourage women to enter the construction field, this videotape features profiles of several women in different construction jobs. A carpenter, electrician, iron worker, crane operator and estimator are among the individuals profiled. Will be useful to illustrate how gender equity can help women build satisfying and financially rewarding careers in nontraditional occupations. Also useful for student development.

A Word in Edgewise. (Videotape). A W.A.V.E. Production. (CFDA). 1986. 25 minutes. $385.00. (Available on loan from Saskatchewan Education Regional Offices.)

This documentary takes an informative and amusing look at sexism in language. By examining everyday language practises as well as historical developments in the English language, it explores many aspects of language bias and its effect on our perception of the world. The documentary presents language alternatives while illustrating how our unconscious use of sexist language continues to perpetuate sexist views.

Ordering Addresses

CCA
Canadian Construction Association
c/o Coordinator Employment Equity Program
85 Albert Street
Ottawa, ON
K1P 6A4

CFDA
Canadian Filmmakers' Distribtuion Atlantic
1588 Barrington Street
Halifax, NS
B3J 2Z6

MHP
Media House Productions
1174 Winnipeg Street
Regina, SK
S4R 1J6

MID
Mirror Image Duplications Ltd.
Unit 109
15 Capella Court
Nepean, ON
K2E 7X1

Appendix I-6

Are Your Textbooks Gender Equitable? Awareness Activity

Select any textbook, library book, or audiovisual item at random.

- Count the number of females and the number of males in examples and illustrations. Which gender predominates?

- Count the number of situations in which females play passive or "helper" roles and males are the centre of action. Then count the situations in which males are passive and females are active. Which situation occurs most frequently?

- Try to find the following:

  1. A picture of a women in a business suit.
  2. A woman at a construction site.
  3. A man cooking or cleaning in the home.
  4. A woman boss with male employees.
  5. A man or boy caring for a small baby.
  6. A woman in a technical job.
  7. A man in a clerical position.
  8. A woman or girl doing farm work.
  9. A male nurse.
  10. A woman working at a computer.
  11. A man or boy doing grocery shopping.
  12. A woman driving a taxi, delivery truck or bus.

Adapted from Yee, N. Q., & Yee, T. (1989). *Girls in Math and Science.* Presentation at Southeast Saskatchewan Teachers' Convention, February 24. Used with permission.

Chapter 2

COST OF SEX BIAS IN SCHOOLS: THE REPORT CARD*

MID-ATLANTIC CENTER FOR SEX EQUITY

ACADEMIC

GIRLS

- Girls start out ahead of boys in speaking, reading, and counting. In the early grades, their academic performance is equal to boys in math and science. However, as they progress through school, their achievement test scores show significant decline. The scores of boys, on the other hand, continue to rise and eventually reach and surpass those of their female counterparts, particularly in the areas of math and science.
- In spite of performance decline on standardized achievement tests, girls frequently receive better grades in school. This may be one of the rewards they get for being more quiet and docile in the classroom. However, this may be at the cost of independence and self-reliance.
- Girls are more likely to be invisible members of the classrooms. They

BOYS

- Boys are more likely to be scolded and reprimanded in classrooms, even when the observed conduct and behavior of boys and girls do not differ. Also, boys are more likely to be referred to school authorities for disciplinary action than are girls.
- Boys are far more likely to be identified as exhibiting learning disabilities, reading problems, and mental retardation.
- Not only are boys identified as having learning and reading disabilities, they also receive lower grades, are more likely to be grade repeaters, and are less likely to complete high school.

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*Reprinted with permission from Mid-Atlantic Center for Sex Equity Publications Washington, D.C.

receive fewer academic contacts, less praise, fewer complex and abstract questions, and less instruction on how to do things for themselves.

- Girls who are gifted in mathematics are far less likely to be identified than are gifted boys. Those girls who are identified as gifted, are far less likely to participate in special or accelerated math classes to develop this special talent.
- Girls who suffer from learning disabilities are also less likely to be identified or to participate in special education programs than are learning-disabled boys.

PSYCHOLOGICAL AND PHYSICAL

- Although women achieve better grades than men, they are less likely to believe that they can do college work. In fact, of the brightest high school graduates who do not go on to college, 70 to 90 percent are women.
- Learned helplessness exists when failure is perceived as insurmountable. Girls are more likely than boys to exhibit this pattern. They attribute failure to internal factors, such as ability, rather than to external factors, such as luck or effort. Girls who exhibit learned helplessness avoid failure situations—they stop trying. Research indicates that teacher interaction patterns may contribute to the learned helplessness exhibited by female students.
- By high school, young women demonstrate a decline in career commitment. This decline is related to their feeling that boys disapprove of a woman using her intelligence.
- Society socializes boys into an active, independent, and aggressive role. But such behavior is incongruent with school norms and rituals that stress quiet behavior and docility. This results in a pattern of role conflict for boys, particularly during the elementary years.
- Hyperactivity is estimated to be nine times more prevalent in boys than in girls. Boys are more likely to be identified as having emotional problems, and statistics indicate a higher male suicide rate.
- Boys are taught stereotyped behaviors earlier and more harshly than girls; there is a 20 percent greater probability that such stereotyped behavior will stay with them for life.
- Conforming to the male sex role stereotype takes a psychological toll. Boys who score high on sex-appropriate behavior tests also score highest on anxiety tests.

- Tests reveal that the majority of female and male college students report that the characteristics traditionally associated with masculinity are more valuable and more socially desirable than those characteristics associated with femininity.
- In athletics, females also suffer from sex bias. For example, women's athletic budgets in the nation's colleges are equal to approximately 18 percent of the men's budgets.
- Males are less likely than females to be close friends with one another. When asked, most males identify females as their closest friends.
- The strain and anxiety associated with conforming to the male sex stereotype also affects boys physically. Males are more likely to succumb to serious disease and to be victims of accidents or violence. The average life expectancy of men is eight years shorter than of women.

CAREER AND FAMILY RELATIONSHIPS

- When elementary school girls are asked to describe what they want to do when they grow up, they are able to identify only a limited number of career options, and even these fit stereotypic patterns. The majority identify only two careers, teaching and nursing. Boys, on the other hand, are able to identify many more potential occupations.
- The majority of girls enter college without completing four years of high school mathematics. This lack of preparation in math serves as a "critical filter," inhibiting or preventing girls from any science, math, and technologically related careers.
- The preparation and counseling girls receive in school contribute to the economic penalties that they encounter in the workplace. Although over 90 percent of the girls in our classrooms will work in the paid labor force for all or part of their lives, the following statistics reveal the cost of the bias that they encounter.
- Teachers and counselors advise boys to enter sex stereotyped careers and limit their potential in occupations like kindergarten teacher, nurse, or secretary.
- Many boys build career expectations that are higher than their abilities. This results in later compromise, disappointment, and frustration.
- Both at school and at home, boys are taught to hide or suppress their emotions; as men they may find it difficult or impossible to show feelings towards their family and friends.
- Boys are actively discouraged from playing with dolls (except those that play sports or wage war). Few schools provide programs that encourage boys to learn about the skills of parenting. Many men, through absence and apathy, become not so much parents as "transparents." In fact, the typical father spends only 12 minutes a day interacting with his children.

- More than a third of families headed by women live below the poverty level.
- A woman with a college degree will typically earn less than a male who is a high school dropout.
- Women must work nine days to earn what men get paid for five days of work.
- In contrast to the popular belief that things are getting better for female workers, since 1954 the gap between the wages earned by men and women has not gotten smaller.
- A majority of women work not for "extra" cash, but because of economic necessity. Nearly two-thirds of all women in the labor force are single, widowed, divorced, or separated, or are married to spouses earning less than $10,000 a year.
- Men and women differ in their beliefs of the important aspects of a father's role. Men emphasize the need for the father to earn a good income and to provide solutions to family problems. Women, on the other hand, stress the need for fathers to assist in caring for children and responding to the emotional needs of the family. These differing perceptions of fatherhood lead to family strain and anxiety.

From: Carelli, A.O. (Ed.). (1988). *Sex equity in education: Readings and strategies.* Springfield, IL: Charles C. Thomas. Used with permission.

WHAT IS SEX FAIR EDUCATION?

Over the past twenty years the movement for sexual equality has had a considerable influence on public education in the United States. Pressure for change has come from various sources, including activist organizations, parent and community groups, and professional education associations. Many school districts have revised their policies and practices in response to this need. Although educators and parents may subscribe to the idea of equality in theory, many do not understand what the concept means in practice. This chapter will explore equity in education by describing many examples of its operations and by explaining its fundamental meaning.

Because sex fairness is so often misunderstood, basic definitions can be helpful.

Sexist: discriminating on the basis of a person's gender; assuming that because you know a person's gender, you automatically know something about her or his abilities, aspirations, strengths or shortcomings; measuring people by sex stereotypes.

Nonsexist: considering each person as an individual with particular talents, needs, hopes and weaknesses unrelated to gender; regarding sex stereotypes as meaningless restrictions upon people; the opposite of sexist; this term arose to denote what was devoid of sexism.

Sex Fair: used interchangeably with *nonsexist.* However, getting rid of unfairness may not be sufficient for providing equity. *Sex fairness* takes a more positive approach in setting out what should be provided rather than simply eliminating the negative.

Sex fairness in education refers to the entire operation of a public school district. This includes its hiring practices and policies, curricular offerings, textbooks and instructional materials, staff behaviors (especially a teacher's behavior in the classroom) the ways students are counseled in the guidance department, and the extracurricular programs that students may participate in. The terms "sex fair," or its opposite, "sexist," may be used to refer to the actions of teachers, administrators, parents, or students in any of these situations.

In each of these areas lies the potential for fairness and unfairness. Hence, a sex fair policy may stipulate that single sex awards are not permitted; thus, a local business club can name the "student of the month" but not the "boy of the month." Similarly, an example of an unfair practice would be male high school faculty members being asked to perform outdoor duty assignments while female faculty members are not given such assignments. An example of an unfair facility would be a vocational technical school in which male industrial arts students have ample locker, shower, and changing facilities while female students have a small closet for the same purpose. As far as observable staff behaviors are concerned, a sex fair teacher performs activities traditionally thought to be more easily done by the other sex, that is, if female, running audiovisual equipment and lifting boxes, if male, performing clerical duties and dusting shelves. In all of these examples, the potential both for fairness and unfairness is present.

It is interesting to note that such a potential exists on a continuum with some of the items having more potential than others. The behavior of a teacher has a great deal of potential, whereas a building, except in certain specified areas such as locker and bathroom facilities, has less potential. An elementary reading text has more potential for fairness or unfairness than a fourth grade math workbook. To the extent that the latter has pictures and word problems, the potential exists, in so far as people are referred to and portrayed.

Are there any aspects of a school's activities that lack this potential? Yes, the learning process itself does, particularly learning skills such as reading, writing, outlining, dividing, sewing, driving; none of these has the potential for either fairness or unfairness. However, it is important to note this potential exists in the context of how the skills may be taught. For example, if one sex is excluded or discouraged from learning advanced computational skills, then that is unfair treatment; if there are different standards of performance for either sex, or if the sexes are regarded differently for their performance, then the potential for unfairness becomes apparent. For example, the process of learning how to read lacks the potential, but the reading materials used for instruction may portray the sexes unfairly, and thus have this potential.

What exactly does it mean to be fair? One of the reasons why equity can be confusing is that there may be several different definitions operating simultaneously. First of all, "fair" can mean *neutral;* in other words, in most school situations it is simply irrelevant to recognize sex differences. For example, behind the old requirement that junior high girls take sewing and cooking and boys take shop was the presumption that boys are mechanical and girls are homemakers, an inaccurate presumption of some later life role, rather than the reality that all students will need a multitude of skills in their working and personal lives. Additional examples of this kind of unfairness would be discipline practices which differentiate girls from boys. Consider the two ten-year-old boys who are fighting on the school playground and receive a simple reprimand; two girls who are fighting in a similar fashion, however, are sent to the principal's office.

Other definitions of "fair" can mean *identical* treatment, such as providing the same treatment for both sexes. For example, in a public school district's interscholastic athletic programs, it is not fair for boys to have their uniforms laundered by the school, while the girls take care of this responsibility themselves. Or, "fair" in some instances, can mean *comparable;* consider a school that has eight interscholastic sports for boys and one for girls. Although identical treatment may not be possible, comparable treatment is. Or, "fair" can mean *differential;* perhaps recruitment or special encouragement is necessary to get boys into classes in family living, or girls onto the coed cross-country team. Because of years of past nonparticipation, differential treatment may be the only fair solution.

The final definition of "fairness" refers to how men and women are portrayed in texts and instructional materials. For example, if an elementary reader shows only boys and men as doing, thinking human beings without feelings and portrays only girls and women as nurturing, caring creatures who cry, worry, and, in general, stand on the sidelines of the action, we would call this depiction stereotyped or unfair. Such a portrayal is an incomplete representation of men and women as they actually exist, both groups fulfilling a variety of activities, roles and behaviors. Stereotyped depictions, then, are unfair because they fail to be *fully representational* of the diversity of real life.

Examples can be helpful in describing a sex fairness program or its reverse, a sexist one. Some common examples of sexism in school include the following: few women are in leadership positions, and few men teach in kindergarten or in the early elementary grades. Sporting events for girls are seldom promoted or publicized—no pep rallies or press coverage. An eighth grade American Cultures assignment asks students to write a report on an important American; the list of 50 names includes four women and two minorities. Students tease a young boy who prefers practicing the violin to playing baseball.

A teacher's behavior can prompt many examples: teachers who ask only boys to carry heavy books, who divide the girls and boys into competitive classroom teams; who punish the boys by making them sit with the girls; who meet a new class of students and assume the boys will be good in discussion and that the girls will be adept in taking notes; who are proud when a boy gets in a fight and upset when a girl does; who use "he" to refer to both boys and girls; who ask only girls to hostess at school functions instead of expecting boys to host as well, and who mark packages "boy" or "girl" in holiday gift exchanges.

Sometimes sexist behavior is unconscious and even well-intentioned. Consider the industrial arts teacher who welcomed girls into his classes, but then after presenting each class lesson, repeated it over again to the girls whom he had seated together, to give them "special help." By so doing, his behavior implied that he did not think the girls were capable enough to get the lesson the first time.

How does equity occur? A sex fair educational program grows out of a basic question: in what ways is education equitable for boys and girls in a school district? Sex fair education in an actual school district can refer to many different areas.

From the Superintendent and the School Board to every staff member, there is active commitment to the principles of equal educational opportunities for all students. This commitment did not occur overnight. It happened because the district revised and communicated school board policies on sex fairness and because the staff was trained to recognize what sexism is and how to change educational programs for sex fairness.

- All parts of the school program benefit children of both sexes since each child is treated as an individual with many educational and career options.
- The total curriculum has been reviewed and revised, where necessary, to remove sex bias.
- There may be sexist textbooks still used in some courses; however, the teachers using them have developed sex fair units and assignments to balance the texts. As books are replaced, sex fairness is one important criterion in their selection.
- Every course is open to students of both sexes. If a particular course—say Typing or Calculus—has been traditionally stereotyped, the district has taken action to remove the stigma and encourage interested students of both sexes to enroll in the course. The underlying philosophy is that everyone will need similar skills for earn-

ing a living, getting along with others, building a positive self-image, developing recreational interests, and managing in a complex world.

- By the same token, the extracurricular activities program is designed to encourage students of both sexes to join and take leadership roles.
- The media centers and libraries have a good selection of sex fair books, reference works and films for use by teachers and students.
- The guidance department counsels and encourages students on the basis of interest and ability, without regard to gender.
- Parents understand and support the program because the district established communications from the very beginning about the program's value to students of both sexes.
- Most students graduate understanding that outdated stereotypes need not restrict their futures in any way.
- Staffing patterns are changing so that there is a better balance of both sexes in teaching, administrative, and support positions.
- Such a program is founded on several basic principles which stand at the heart of sex fair education.

For Both Sexes. With a sex fair education, it is the individual—male or female—who stands at the center. In the past, countless students have been harmed by stereotypes—boys who considered themselves failures because they came in second or third or last; girls who skipped the more demanding courses because it wasn't the feminine thing to do; boys and girls who were encouraged to choose courses or careers on the basis of gender, without regard to interest or ability.

Different from Women's Studies. Although not synonymous with women's studies, sex fair education is based on the contributions feminist and women's studies scholars have made in all subject areas. Sex fair education should be always integrated into existing courses of study and not considered as an extra.

Focus on Professionalism. Sex fairness should be approached just as you would handle any other serious professional concern or educational change. Sex fairness is a serious responsibility for every educator and not a passing political fad. Even though most people are biased to some degree, educators should be able to separate personal bias from professional responsibilities.

Changing Behaviors and Attitudes. What is important is for educators to accept sex fairness as part of their professional behavior, regardless of what their personal beliefs might be. As people learn more about the principles of sex fair education, both behavior and attitudes can and do change. Facts, information, and understanding go a long way toward making sex fairness a meaningful part of school life.

Eliminating Bias Along With Discrimination. Opening all classes to both sexes is one way of getting rid of sex discrimination, which is against the law. Dealing with unconscious sexist attitudes of teachers and administrators is necessary for getting rid of sex bias.

Consideration of Minority Needs. Both short and long-term change are important. It's fairly easy to change course titles and open classes to children of both sexes. It may take longer, however, to make changes in behavior and attitudes. Just because there are girls present in Industrial Arts classes doesn't mean you automatically change the teacher's expectations of girls in that class.

In exploring the concept of sex fairness in education, it is essential to clarify basic definitions. If educators and parents do not fully comprehend fundamental purpose, as well as actual use, sex fair educational programs have little chance for being implemented by a district's staff and community. Only with complete understanding can confusion and resistance be minimized and equity provided. In the process of implementation, however, people's understanding of this complex topic may differ. Although some educators may understand the need for fairness in textbooks, they may have difficulty in recognizing bias in their own language and behavior. Others may realize how limiting stereotypes are for students, but they may miss the point of affirmative action. Part of the challenge of sex fair education is to get diverse types people working together and not insist that the sex fair educator be only one kind of person.

(Adapted from *Becoming Sex Fair,* the Tredyffrin/Easttown Sex Fairness Materials, developed and written by Marylyn E. Calabrese, Geraldine A. Edwards, and David H. Johnston).

From: Carelli, A.O. (Ed.). (1988). *Sex equity in education: Readings and strategies.* Springfield, IL: Charles C. Thomas. Used with permission.

Appendix I-9

Non-Sexist Language Rethinking Our Attitudes

based on a speech by Jane Evans

English is a patriarchal language. The Bible, was for centuries, the major teaching tool, and men were in charge of the translations. Gradually, all female verbs were weeded out. The earliest version of Genesis speaks of God as labouring to create the earth; the verb used is the one used for a woman in parturition. This powerful female image has, over the centuries, been lost to the reader.

A dialectical relationship exists between language and reality. As we say things are, so we grow to perceive they are.

It seems impossible to believe, for instance, that women and people of other races once accepted as truth the stereotypical descriptions of themselves, but they did. Thus, the power of naming is the power of shaping, and it also means control of the transmission of social values and behaviors—often *male* values.

By now, of course, our ingrained habits of speech have become unconscious, and both men and women need an imaginative leap to appreciate sexist bias in language. We must be aware of not only words but inflection, tone, mannerisms, and body language.

Notice in your professional meeting who dominates the speaking space. You will likely find that men speak much more than women. When men and women talk together, men dominate by interruption. Men interrupt females more often than they do other males. Men answer questions not addressed to them. You who have run workshops with, say, 15 women and three men, know what I'm talking about. Often women collaborate with men in this game. When interrupted, they fall silent and do not try to keep the conversational control.

Many anthropologists and philologists believe that language was invented by women. If we imagine a hunting/gathering society, the sort in which our ancestors lived, who is more likely to have indulged in vocalization—the men hunting by stealth, or the women gathering food on the broad savannah, surrounded by children? Our language is called our *mother tongue*.

It's intriguing to follow the changes that have occured in English, and if you were ultra-sensitive, you might see a plot to aggrandize the pursuits of men and trivialize those of women. Take the two words *emasculate* and *effeminate*. Instead of the latter meaning to deprive woman of her female qualities, both now apply to men, and we have nothing to describe a powerful concept. Another word, *gossip*, once meant the close female friend who assisted you at the birth of your child. The meaning of gossip has certainly changed!

One of the major stumbling blocks to an awareness of sexism in language is the unquestioning acceptance of the use of *man* to include those of us who are not men. People don't really believe that *man* means everybody. A few examples will demonstrate:

"Man's vital interests are life, food, and access to females..."

—Erich Fromm

"People will give up anything rather than give up power, wife, children, home, but not power..."

—TV Commentator

"Man is a mammal, which means he breastfeeds his children."

—BBC Schools broadcast

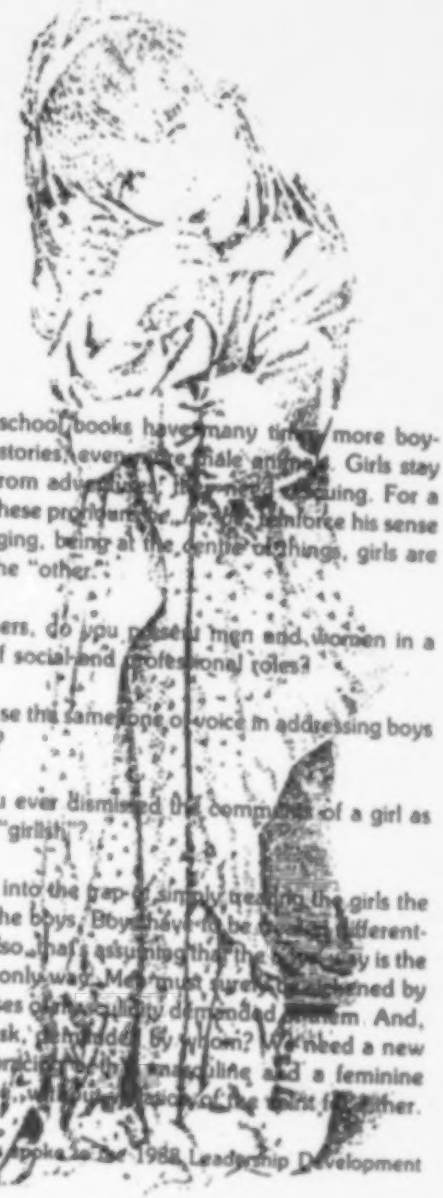
Just think of the thrilling concepts to which we are exposed daily ... Man in Motion... Man and His Destiny... Man's Unconquerable Spirit... Man and the Universe! Thrilling, isn't it? Well, I don't identify with any of it. These absurd locutions lead to the anomalies of the Person's Case when, in 1929 women legally became "persons", or of Pat Carney, voted oilman of the year, left standing outside the Oilman's Club because no women are allowed, or of Pauline Jewett, president of SFU, barred from the University Club. If you're not affected by these things you see them as isolated anachronisms, if you are, you feel a cumulative effect that is terribly discouraging.

Do you remember being told in school that "When there are many people and you are referring to one, you say he...this, of course, includes girls and women"? I didn't like it then, and I don't like it now. Some girls feel resentful; others simply begin the slow, inexorable withdrawal that leads to feelings of "otherness." *Chairperson,* and *police officer* instead of *policeman* is the easy stuff, although some may think it sounds funny because they're not used to it. Some of the old stuff is funny, too, in a weird way. We say *man and wife.* How about *woman and husband?* How about Dr. Tom Jones and his lovely wife, Mary? Why not, Tom Jones, psychiatrist, and May Jones, obstetrician? Attention to parallel forms helps. All that is simply stuff to feed into the personal computer; it is useless without a change of focus in the way we think.

Our socialization of children starts from their earliest days. One study I read had 11 mothers playing with a six-month-old baby. The women had all said they made no distinctions between girls and boys, yet those told the baby was a boy, handed him a toy car; those told the baby was a girl, handed her a fuzzy duck.

We see in a Christmas catalogue a picture of a boy holding a doctor kit which contains a stethoscope with amplifying diaphragm, a miniature microscope, a blood pressure tester, and prescription blanks. A girl is shown holding the nurse kit, which contains a nurse apron, a cap, plastic silverware, and a sick tray with play food; this is a waitress, not a nurse. Society does not control our alternatives; it controls our motivations to choose between those alternatives.

How do primary teachers set up their classrooms? Are the "doing" toys—the blocks, the trucks—on one side of the room, and the drawing materials—the dress-up box, the dolls—on the other? This sets up an invisible barrier neither sex may wish to cross.



Our preschool books have many times more boy-centred stories, even more male animals. Girls stay behind from adventuring, [illegible] rescuing. For a boy, all these [illegible] reinforce his sense of belonging, being at the centre of things, girls are always the "other."

As teachers, do you present men and women in a variety of social and professional roles?

Do you use the same tone of voice in addressing boys and girls?

Have you ever dismissed the comments of a girl as trivial or "girlish"?

Don't get into the trap of simply treating the girls the same as the boys. Boys have to be treated differently, too. Also, that's assuming that the boys' way is the right and only way. Men must surely be sickened by the excesses of masculinity demanded of them. And, we may ask, demanded by whom? We need a new way, embracing both the masculine and a feminine perspective, without exclusion of the one for the other.

Jane Evans spoke to the 1988 Leadership Development Conference.

> If the men in the room would only think how they would feel graduating with a "spinster of arts" degree they would see how important this language reform is.
>
> *Gloria Steinem*

B.C. Teachers' *Status of Women Journal*, March 1989 . Used with permission.

Appendix I-10

Becoming Aware of Our Own Attitudes

This activity can be done at a staff meeting or professional development meeting.

The purpose of this activity is to have participants explore their own personal reactions (and perhaps biases) in creating the future of the student, "Pat."

Distribute the worksheet "The Story of Pat" which follows and ask participants to follow the directions on the sheet. Give participants about 10 minutes for this task.

After the stories have been completed by participants, discuss several stories as a group. Let a few people volunteer to share their stories (be sure to choose both males and females). Note, with the help of the group, such things as:

- How often was Pat a female? A male? What were some reasons?
- Does Pat's gender seem to affect the kind of job, education, lifestyle, etc., assigned her/him by participants?
- What are some patterns which emerge from the group's stories? (Examples: If Pat is a women, is she successful at her career--including the career of a homemaker? How are Pat's dreams, goals and successes different, depending on which sex Pat is assigned?)

Include other questions which may come up as the discussion progresses. Have participants save their worksheets both for future reference, and as a possible tool to use with students or colleagues in exploring personal attitudes about males and females.

Adapted from: *Title IX for sex equity: Trainer manual* (1979). Denver: Colorado Department of Education. Used with permission.

The Story of Pat

Pat is a student at Prairie Sunset Senior High School. Pat has excelled in track, winning several intramural competitions. Pat makes good grades, is active in student government, and is popular with both male and female students. Pat's hobbies include macramé, repairing bicycles, babysitting, skiing, small carpentry projects, and playing the flute.

Directions: Write a brief story about Pat. Cover the following points, but also add anything else you want to say about Pat.

1. Describe Pat: How old? Male or female? What does Pat look like?

2. What are some jobs Pat is considering after graduating from high school?

3. What educational plans (if any) does Pat have after high school?

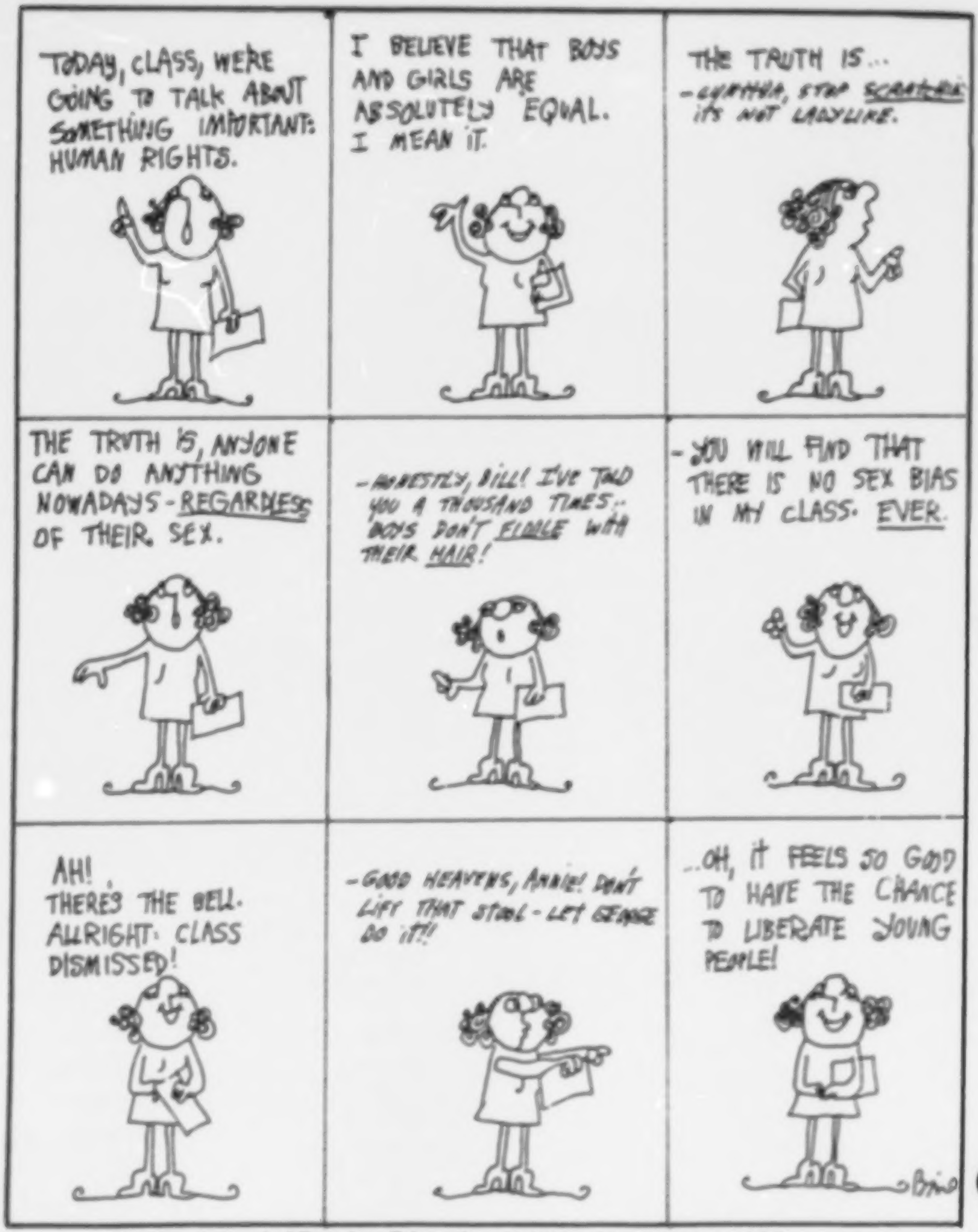
4. What kind of lifestyle will Pat have after high school? (Marriage? Living with a friend(s)? Living alone? Having children? Traveling? Other)

5. What is Pat's MOST IMPORTANT goal or dream?

6. Will Pat be successful in achieving that goal or dream?

Appendix I-11

The Humorous Side of Gender Equity


TODAY, CLASS, WE'RE GOING TO TALK ABOUT SOMETHING IMPORTANT: HUMAN RIGHTS.
I BELIEVE THAT BOYS AND GIRLS ARE ABSOLUTELY EQUAL. I MEAN IT.
THE TRUTH IS...
-CYNTHIA, STOP SCRATCHING, ITS NOT LADYLIKE.
THE TRUTH IS, ANYONE CAN DO ANYTHING NOWADAYS - REGARDLESS OF THEIR SEX.
-HONESTLY, BILL! I'VE TOLD YOU A THOUSAND TIMES... BOYS DON'T FIDDLE WITH THEIR HAIR!
-YOU WILL FIND THAT THERE IS NO SEX BIAS IN MY CLASS. EVER.
AH! THERE'S THE BELL. ALLRIGHT. CLASS DISMISSED!
-GOOD HEAVENS, ANNIE! DON'T LIFT THAT STOOL - LET GEORGE DO IT!!
..OH, IT FEELS SO GOOD TO HAVE THE CHANCE TO LIBERATE YOUNG PEOPLE!

From: Journal of Teacher Education, V. XXV1, N.4 (Winter), 1975

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Appendix II

Appendix II-1

Inclusionary Language

Use language which gives the same recognition and respect to both females and males. The guidelines below will be helpful for both educational and business writing.

Avoid the Use of Words and Expressions Based on the Term "Man".

The term "man" should not be used to mean humanity as a whole. Compound words and common expressions which include the term "man" should be avoided.

Instead of...	**Use...**
mankind	humanity; human beings; human race; people
primitive man	primitive people or peoples; primitive human beings; primitive men and women
man's achievements	human achievements
If a man drove 50 miles at 60 mph...	If a person (or driver) drove 50 miles at 60 mph...
the best man for the job	the best person (or candidate) for the job
manmade	artificial; synthetic; manufactured; constructed; of human origin
manpower	human power; human energy; workers; workforce
grow to manhood	grow to adulthood; grow to manhood or womanhood
policeman	police officer
business man	business executive; business manager; business person
fireman	fire fighter
mailman	mail carrier; letter carrier

salesman	sales representative; salesperson; sales clerk
insurance man	insurance agent
statesman	leader; public servant
chairman	the person presiding at (or chairing) a meeting; the presiding officer; the chair; head; leader; coordinator; moderator; chairperson
cameraman	camera operator
foreman	supervisor
man's achievements	human achievements; achievements of the human species
the average man	the average person; people in general
man a project	staff a project; hire personnel; employ staff
man-machine interface	user-system interface; person-system interface; human-machine
man's search for knowledge has led him into ways of learning that bear examination.	the search for knowledge has led us into ways of learning that bear examination.

Do not consistently use the pronoun "he" when referring to an antecedent noun of unspecified gender.

Expressions such as "he and she", "s/he", "he/she", "himself/herself" are awkward and should be used as little as possible. It is best to use plural forms or to reword the sentence.

(a) Use plural forms

Instead of:	If the librarian has faculty status, he may automatically be included in a faculty bargaining unit.
Use:	If the librarians have faculty status, they may automatically be included in a faculty bargaining unit.

Instead of: The average Canadian drinks his coffee black.

Use: Most Canadians drink their coffee black.

Instead of: The client is usually the best judge of the value of his counselling.

Use: Clients are usually the best judges of the value of the counselling they receive.

(b) Reword the Sentence

Instead of: If the librarian has faculty status he may automatically be included in a faculty bargaining unit.

Use: Librarians who already have faculty status may automatically be included in a faculty bargaining unit.

or

A librarian who already has faculty status may automatically be included in a faculty bargaining unit.

Instead of: First the individual becomes aroused by violations of his personal space, and then he attributes the cause of this arousal to other people in his environment.

Use: First we become aroused by violations of our personal space, and then we attribute the cause of this arousal to other people in the environment.

or

First one becomes aroused by violations of personal space, and then one attributes the cause of this arousal to other people in the environment.

Instead of: Much has been written about the effect that a child's position among his siblings has on his intellectual development.

Use: Much has been written about the relationship between sibling position and intellectual development in children.

Use parallel language when describing males and females.

Instead of: the men and the ladies

Use: the men and the women; the ladies and the gentlemen; the girls and boys.

Instead of: man and wife

Use: husband and wife

Instead of: Mrs. Thatcher and Brian Mulroney

Use: Margaret Thatcher and Brian Mulroney; Prime Minister Thatcher and Prime Minister Mulroney

Instead of: ambitious men and and aggressive women

Use: ambitious women and men; ambitious people
or
aggressive men and women; aggressive people

Instead of: cautious men and timid women

Use: cautious women and men; cautious people
or
timid men and women; timid people

Describe women and men with the same respect, dignity and seriousness.

(a) Women should not be described by physical attributes when men are being described by mental attributes or professional position.

Comments about appearance should only be used when relevant to the discussion.

Instead of: The candidates for chairperson of the school board were Graham Johnston, manager of the local Safeway and Roberta Tonkin, a pert grandmother of five.

Use: The candidates for chairperson of the school board were Graham Johnston of Safeway and Roberta Tonkin of Eaton's.

Instead of: Henry Harris is a shrewd lawyer and his wife Ann is a strking brunette.

Use: The Harrises are an attractive couple. Henry is a handsome blonde and Ann is a striking brunette.
or
The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer.
or
The Harrises are an interesting couple. Henry is a talented gardener and Ann is very active in community (or church or civic) affairs.

(b) Jokes and "humorous stereotypes", at women's expense, should be avoided; e.g., nagging mother-in-law cliches, scatterbrained female dumb blonde, and henpecking shrew stereotypes.

Avoid constructions implying that women, because of their gender, are always dependent on male initiative.

Instead of: The man allowed his wife to voice her opinion.

Use: The wife voiced her opinion.

Instead of: A homeowner and his family.

Use: Homeowners and their children.

Instead of: Pioneers moved West, taking their wives and children with them.

Use: Pioneer families moved West.
or
Pioneer men and women (or pioneer couples) moved West, taking their children with them.

Instead of: Jim Weiss allows his wife to work part-time.

Use: Judy Weiss works part-time.

Avoid language that assumes all readers are male.

Instead of: you and your wife

Use: you and your spouse

Instead of: when you shave in the morning

Use: when you brush your teeth (or wash up) in the morning

Avoid female-gender or diminutive word forms.

Instead of: authoress, poetess, Jewess, suffragette, usherette, aviatrix

Use: author, poet, Jew, suffragist, usher, aviator (or pilot)

Avoid showing a "Gee-Whiz" attitude toward women who perform competently.

Expressions such as those below should not be used.

Though a woman, she can administer the program as well as a man.

She is very competent for a woman.

Avoid mentioning the gender of an individual unless it is clearly relevant.

Instead of: lady used as a modifier, as in lady lawyer

Use: lawyer (A woman may be identified simply through the choice of pronouns, as in: The lawyer made her summation to the jury.)

Instead of: The city librarian of Hicksville, an unmarried woman in her middle fifties, believes that children should have free access to the adult books as well as to the children's books.

Use: The city librarian of Hicksville believes that children should have free access to the adult books as well as to the children's books.

These guidelines for inclusionary language have been adapted from McGraw-Hill guidelines for equal treatment of the sexes. (January, 1975). *School Library Journal*, pp. 23-27. Reprinted by permission McGraw-Hill.

Use gender-equitable forms of address in business correspondence.

The marital status of women should not be used unless specified by the addressee. The use of Ms. is generally accepted.

For internal correspondence, use either initials of first name and surname, or first name, or full name, or title. For example, A.M. Smith; or Ann; or Ann Marie Smith; or Head of, Director of...

When replying to external correspondence, use the same form as that designated by the originator. Where that information is lacking do not assume a particular gender or status. Start with "Dear W.H. Smith..."

When initating correspondence if the gender and name of the addressee is unknown, use the form "Dear Madam/Sir" or "Dear Colleague"; or refer to the individual by title, "Dear Parent," or "Dear Manager."

The guidelines for business correspondence have been adapted from *Guidelines for non-sexist writing*. (1984). Ottawa: Canadian Advisory Council on the Status of Women. Used with permission.

Appendix II-2

Gender Equity in the Required Areas of Study: Assessment Checklist

	yes	no	some-times
Language Arts			
Is there comparable enrolment by gender in all high school English classes?	☐	☐	☐
Is achievement in language arts/English comparable for students of both genders at all grade levels?	☐	☐	☐
Do students of both genders at all age levels have comparable levels of interest in language arts/English?	☐	☐	☐
Does your school/school division provide tutoring or special classes for all students who need to improve their skill or confidence in language arts/English?	☐	☐	☐
Mathematics			
Is achievement in math comparable for students of both genders at all grade levels?	☐	☐	☐
Is there comparable enrolment by gender in all high school math courses?	☐	☐	☐
Does your school/school division provide tutoring, or special classes for all students who need to improve their skills or confidence in math?	☐	☐	☐
Do students of both genders at all age levels have comparable levels of interest in math?	☐	☐	☐
Science			
Is there comparable enrolment by gender in all high school science classes?	☐	☐	☐
Is achievement in science comparable for students of both genders at all grade levels?	☐	☐	☐
Do students of both genders at all age levels have comparable levels of interest in science?	☐	☐	☐

Does your school/school division provide tutoring or special classes for all students who need to improve their skills or confidence in science?	☐	☐	☐

Social Studies

Is there comparable enrolment by gender in all high school social studies or social studies related classes?	☐	☐	☐
Is achievement in social studies comparable for students of both genders at all grade levels?	☐	☐	☐
Do students of both genders at all age levels have comparable levels of interest in social studies or social studies related classes?	☐	☐	☐

Health Education

Do students recognize that health care provides career opportunities for both females and males?	☐	☐	☐
Do students see family and personal roles as fluid and dynamic?	☐	☐	☐
Do students recognize that both males and females can be in charge of their own wellness?	☐	☐	☐

Physical Education

Do male and female students have comparable levels of interest in physical education?	☐	☐	☐
Are expectations comparable for female and male students in physical education?	☐	☐	☐
Do school staff and students recognize that all physical education activities are gender neutral?	☐	☐	☐

Arts Education

Do female and male students have comparable levels of interest in all four strands of the arts education program?	☐	☐	☐

Are the accomplishments of female and male students comparable in all four strands of the arts education program?	☐	☐	☐
Do students and school staff recognize that all arts activities are inherently gender-neutral?	☐	☐	☐

Appendix II-3

Gender Equity and the Practical and Applied Arts: Assessment Checklist

Computers	**yes**	**no**	**some-times**
Is there comparable enrolment by gender in high school computer classes?	☐	☐	☐
Do girls and boys of all ages have comparable levels of computer skill?	☐	☐	☐
Do students of both genders spend comparable amounts of time voluntarily working with computers?	☐	☐	☐
When boys and girls work together at the computer, do both genders spend comparable amounts of time interacting with the computer and observing?	☐	☐	☐
Do students of both genders of all ages have comparable levels of interest in computers?	☐	☐	☐
Business Education			
Is there comparable enrolment by gender in business education classes?	☐	☐	☐
Do males and female students have comparable levels of interest in business education?	☐	☐	☐
Do students of both genders recognize that a wide range of traditional and nontraditional careers exist in the field of business?	☐	☐	☐

Appendix II-4

Gender Bias in Resource Materials: A Checklist

Although some publishers are making a serious effort to eliminate gender-bias from the educational materials they produce, bias is still present in many print and nonprint learning materials. It is important that teachers and educational administrators be equipped with the skills to recognize gender bias. Recognizing bias is the first step to overcoming it.

The various forms of gender bias include: (1) invisibility, (2) stereotyping, (3) imbalance/selectivity, (4) unreality, (5) fragmentation/isolation and (6) linguistic bias. If teachers are sensitized to the various forms of curriculum bias, they can begin to intelligently:

- critique school learning materials being used
- identify those materials with the least amount of bias which are used for classroom learning activities
- select textbooks and other educational material which reflect gender-fair coverage.

Forms of Gender Bias in Curriculum Materials

Invisibility: Certain groups are under-represented in curricular materials. The significant omission of women and minority groups has become so great as to imply that these groups are of less value, importance, and significance in our society.

Stereotyping: By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Stereotyping denies students a knowledge of the diversity, complexity, and variation of any group of individuals. Children who see themselves portrayed only in stereotypic ways may internalize these stereotypes and fail to develop their own unique abilities, interests, and full potential.

Imbalance/Selectivity: Instructional materials perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives that may apply to a particular situation. Through selective presentation of information, instructional materials distort reality and ignore complex and differing viewpoints. As a result, millions of students have been given limited perspective concerning the contributions, struggles, and participation of women and minorities in our society.

Unreality: Instructional materials frequently present an unrealistic portrayal of our history and our contemporary life experience. Controversial topics are glossed over and discussions of discrimination and prejudice are avoided. This unrealistic coverage denies children the information they need to recognize, understand and, perhaps some day, conquer the problems that plague our society.

Fragmentation/Isolation: By separating issues related to minorities and women from the main body of the text, instructional materials imply that these issues are less important than and not a part of the cultural mainstream.

Linguistic Bias: Curricular materials reflect the discriminatory nature of our language. Masculine terms and pronouns, ranging from our "forefathers" to the generic "he", deny the participation of women in our society. Further, occupations such as mailman are given masculine labels that deny the legitimacy of women working in these fields. Imbalance of word order and lack of parallel terms that refer to females and males are also forms of linguistic bias.

Select any textbook, textbook series, library book, or audiovisual item. Examine it carefully and then do the following activities.

Invisibility

1. Count the number of male-centered and female-centered examples. Identify situations where the main individual being discussed is male or female;
2. Count the males and females in illustrations, cartoons, diagrams, maps, photographs, quotations, etc.;
3. Count the males and females in various occupations.

Stereotyping

1. Are girls portrayed as playing with dolls, giving parties, frightening easily, and working in the kitchen?
2. Are girls spectators of boys?
3. Are women spectators of men?
4. Do women work outside the home?
5. Are women's occupations limited?
6. Are boys portrayed as busy, active, and working while girls are not?
7. Are boys active and in charge?
8. Do men have a variety of jobs?
9. Do boys and men have less emotion?
10. Are men and women portrayed as being multi-dimensional?

Note: Social studies materials are especially vulnerable to selectivity/imbalance.

Selectivity/Imbalance

1. Are the roles of both men and women presented in the discussion?
2. How much time is alloted to leadership and sacrifices of both genders?
3. Is the role of the family highlighted?
4. Is the struggle for equity identified for minorities and women?

Unreality

1. Do women work outside the home?
2. Do women and men share or have similar occupations?
3. Do the materials reflect social change?

Fragmentation and Isolation

1. Are content and concepts relating to women "added on" or integrated into the materials?
2. Are there separate boxes, sections, and chapters which show an attempt to put omitted information into the material?
3. Has information about women been integrated into context of history?
4. Does it indicate how women influenced society as a whole?

Linguistic Bias

1. Is male generic language used? How frequently?
2. Is gender-unspecified language used? How frequently?
3. Is gender-specific language used? How frequently?
4. Are occupational terms identified in terms of masculine nouns or gender-unspecified nouns or gender-specific nouns?

Adapted from: Baily, G. D., & Smith, N. J. (1987). The rural school administrator's role in achieving sex equity in curriculum. *The Rural Educator, 9* (1), 1-6. Published by the Rural Education Association. (Adapted from materials prepared by Shirley McCune and Martha Matthews). Used with permission.

Appendix II-5

Gender-Equitable Instructional Practices Teachers' Self-Assessment Activities

Are your instructional practices gender equitable? To find out, audiotape or videotape a typical hour in your classroom.

Listen to or watch the tape and ask yourself:

- How many of my comments are directed to boys? _____
- How many of my comments are directed to girls? _____
- What percentage of my comments to boys are reprimands? _____
- What percentage of my comments to girls are reprimands? _____
- How often do I praise boys for academic excellence, for curiosity, for taking the initiative? _____
- How often do I praise girls for academic excellence, for curiosity, for taking the initiative _____
- How often do I praise boys for being obedient, neat, dependable? _____
- How often do I praise girls for being obedient, neat, dependable? _____

If you have videotaped your classroom, watch the tape and ask yourself these additional questions.

- How often do I touch girls? _____
- How often do I touch boys? _____
- How often do I stand close to female students (one metre or less away)? _____
- How often do I stand close to male students (one metre or less away)? _____

You be the judge. Are your instructional practices gender equitable?

Note: Touch is an important type of nonverbal communication. When a teacher touches a child on the arm or shoulder, it often represents support, encouragement, and affection. Standing close to a child can mean the same thing. In some situations, touch is a sign of power. A more powerful person will touch a less powerful person, but not vice-versa. Similarly, in some situations standing extremely close to people is a way of intruding into their personal space and intimidating them.

Appendix II-6

Gender-Equitable Instructional Practices Teachers' Self-Assessment Questionnaire

Assess yourself. Ask yourself the questions below to determine whether your instructional practices are gender equitable.

Classroom Organization

Do I	yes	no	sometimes
Establish and apply the same grading system to students of both genders?	☐	☐	☐
Set the same standards of behaviour for all students in my classroom (e.g., attention, quiet, visiting, etc.)?	☐	☐	☐
Assign classroom tasks (operating the projector, cleaning the room) on a basis of other than gender?	☐	☐	☐
Avoid separating boys and girls for seating, teams, lining up, etc?	☐	☐	☐
Rearrange the classroom regularly so that I have a chance to move around the room and interact with different students?	☐	☐	☐
Arrange opportunities for boys and girls to work and play together?	☐	☐	☐
Structure groups so that all students have a chance to play a variety of roles (chairperson, recorder, researcher, presenter, experimenter, etc.)	☐	☐	☐

Instructional Techniques

Do I			
Address all students with the same tone of voice?	☐	☐	☐
Use gender-free terms and occupational titles?	☐	☐	☐

Provide the same learning activities and projects for students (rather than different ones on the basis of gender as providing boys with more labs, girls with more seat work)? ☐ ☐ ☐

Expect the same work habits from both boys and girls? ☐ ☐ ☐

Evaluate standards and expectations to determine if differences are the result of gender role stereotyping? ☐ ☐ ☐

Pay close attention to classroom interaction patterns? ☐ ☐ ☐

Give equitable attention to students of both genders (instead of more criticism for boys and more support for girls)? ☐ ☐ ☐

Ask both boys and girls divergent or opinion questions (e.g., explain the theory, describe your reaction)? ☐ ☐ ☐

Student Interaction

Do I .....

Encourage students to consider a broader range of program and career options? ☐ ☐ ☐

Encourage all students to use all of the tools, toys, and equipment in the classroom? ☐ ☐ ☐

Recognize skill areas that may require extra encouragement (e.g., math for girls, dramatics for boys)? ☐ ☐ ☐

Avoid saying things that would make students think that boys must act one way and girls another way (e.g., "Boys will be boys," "Act like lady")? ☐ ☐ ☐

Have the same health, grooming and dress standards for both genders? ☐ ☐ ☐

Recognize all athletic achievements and events? ☐ ☐ ☐

Support students in behaviour that is not limited by their gender stereotype (e.g., boys who are sensitive, caring, artistic)? ☐ ☐ ☐

Provide a good role model for students (e.g., my behaviour is not gender stereotyped)? ☐ ☐ ☐

Help both boys and girls to share feelings and cope with stress in a healthy manner?	☐	☐	☐
Accept emotional expression from both genders?	☐	☐	☐
Set the same standards for behaviour and administer the same disciplinary actions to boys and girls?	☐	☐	☐
Avoid comparisons of boys and girls with respect to classroom behaviour, attitudes and accomplishments?	☐	☐	☐
Ask students to tell you when you are treating male and female students differently.	☐	☐	☐

Adapted from: Checklist of equitable teaching practices. (1988). In A.O. Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 139-144). Springfield, IL: Charles C. Thomas. Used with permission.

Appendix II-7

Gender-Equitable Instructional Practices Students' Questionnaire

Directions for students: This questionnaire will help your teacher assess the extent to which he or she treats students in a gender-equitable fashion. Answer each of the following questions. Choose only one answer for each question.

1. Gender of Student:

   (1) Male
   (2) Female

2. Gender of Instructor:

   (1) Male
   (2) Female

3. How often do you voluntarily answer questions or contribute to class discussions in class:

   (1) Never
   (2) One to three times during the course
   (3) An average of once a week
   (4) An average of two to three times a week
   (5) An average of one or more times a day

4. How often does the teacher call on you or ask you to respond to a question or comment?

   (1) Teacher does not call on anyone
   (2) One to three times during the course
   (3) An average of once a week
   (4) An average of two to three times a week
   (5) Never

5. How does the teacher most frequently call on you?

   (1) By name
   (2) By pointing
   (3) By eye contact/looking directly at me
   (4) Teacher never calls on me

6. How many times have you raised your hand to ask a question or make a comment and found that the teacher does not respond?

   (1) Once or twice during the course
   (2) Three or more times during the course
   (3) I am called on when I raise my hand
   (4) I never raise my hand

7. Why do you think the teacher does not respond when you raise your hand? (Select the one answer which best reflects your opinion.)

   (1) Too many students want to speak
   (2) Others beat me to it
   (3) Teacher does not see or hear me
   (4) Teacher ignores me
   (5) This situation never occurs

8. How many times have you wanted to participate in class by asking a question or making a comment but have chosen not to do so?

   (1) Once or twice during the course
   (2) Three or more times during the course
   (3) Nearly every day
   (4) Not at all, because I participate when I want to
   (5) I usually do not want to participate

Based on material in: Gappa, Judith and Pearce, Janice (1982). Sex and Gender in the Social Sciences: Reassessing the Introductory Course. ERIC #ED270 335 (used with permission); and an adaptation of this by: Cooper, P. J. (1987). *In or out of the pumpkin shell? Sex role differentiation in classroom interaction.* Paper presented at the Annual Meeting of the Speech Communication Association, Boston, MA, November 1987. ERIC # ED291 125 (used with permission).

Appendix II-8

Identifying Gender-Biased Student Behaviour

Students pattern their behaviour on the world around them. Books, television programs and human interactions may all reflect some degree of gender bias. It is little wonder then, by the time they come to school, some children's behaviour and attitudes are gender biased.

Is the behaviour of your students gender biased? Answer the questions below to find out.

In your classroom	**yes**	**no**	**sometimes**
Do girls speak in a hesitant way, putting requests as questions (Do you think I could have more paper?), or adding qualifiers to their statements (It's a nice day, don't you think)?	☐	☐	☐
Do boys tend to dominate classroom discussions?	☐	☐	☐
Do boys make patronizing or condescending comments to girls. (What do you know? You're only a girl)?	☐	☐	☐
Does either gender make stereotypical comments about the other? (All girls are dumb. Boys are only interested in sports)?	☐	☐	☐
Do students tease boys who cry or otherwise express their emotions?	☐	☐	☐
Do boys use sexist humour, inappropriate kidding, or sexual innuendo when interacting with girls?	☐	☐	☐
Do students segregate themselves into same-sex work groups?	☐	☐	☐
Do boys regularly interrupt girls when the girls are speaking?	☐	☐	☐
Do girls willingly and consistently defer to boys even when boys don't expect it?	☐	☐	☐
Do boys engage in aggressive behaviour that intimidates girls?	☐	☐	☐

Appendix II-9

Assessing Educational Tests for Gender Equity

Educational tests, like other types of instructional materials, can contain gender bias. Two types of bias are possible. The first is stereotyping -- the consistent representation of one gender or the other in a light which may be offensive to that gender. The second is content bias -- some characteristic of a test item which results in differential performance for two individuals of the same ability but of different genders.

These two types of bias are identified separately in the checklist which follows. Use the checklist to evaluate the items in any commercially-produced or teacher-made test for gender bias.

Stereotyping

Stereotyping can influence test results because it may cause people of one gender or the other to feel excluded, alienated or patronized. It can give subtle messages about the type of performance expected by students of one gender or the other.

Does the test item . . .	Yes	No
1. Contain material which is inflaminatory, controversial or emotionally charged for either gender (e.g., material trivializing the Montreal massacre of 1989)?	☐	☐
2. Contain material which is demeaning or offensive to either gender (e.g., material suggesting that one gender is inferior to the other)?	☐	☐
3. Portray people of both genders in situations that involve authority and leadership?	☐	☐
4. Depict people of either gender as experiencing stereotyped emotions (e.g., girls crying, boys being brave)	☐	☐
5. Depict people of either gender as having stereotyped characteristics (e.g., girls timid, boys aggressive)?	☐	☐
6. Depict people of either gender in stereotyped occupations (e.g., women in clerical work, men in technical occupations)?	☐	☐

7. Contain biased artwork (e.g., girls always in ribbons and dresses, boys dirty and untidy)? ☐ ☐

8. Contain biased language (e.g., disproportional uses of male terms or names, patronizing expressions like "the little woman" use of the term "man" for society in general)? ☐ ☐

Content Bias

Males and females have different experiences in society and in the classroom. Thus their knowledge and their skills and abilities may be different. A test is biased if it assumes that the experiences of one gender are common to both.

Does the test item . . .

9. Contain content that is more familiar to one gender than the other (e.g., in a test of math skills most boys would be at a disadvantage if the example dealt with sewing measurements, most girls would be at a disadvantage if the example dealt with football)? ☐ ☐

10. Reflect information and/or skills that may not be within the educational background of all students (e.g., a language arts test that relies heavily on sports metaphors would put boys at an advantage, girls at a disadvantage)? ☐ ☐

Adapted from: Hambleton, R. K., & Rogers H. J. (1988). *Design of an item bias review form: Issues and questions.* Albany, N.Y.: New York State Education Department. ERIC # ED 302 582. Used with permission.

Appendix II-10

School Environment
Gender Equity Assessment

Is the environment in your school gender equitable? Complete the questionnaire below prior to a staff meeting and then discuss the results at the staff meeting. Do all staff members perceive the school environment in the same way?

In your school	**yes**	**no**	**sometimes**
Is female and male enrolment comparable in all elective courses?	☐	☐	☐
Are home economics and industrial arts classes scheduled so that students can take both if they wish?	☐	☐	☐
Do male and female students take turns performing caretaking tasks (moving furniture and books, raking leaves in the school yard, cleaning science equipment)?	☐	☐	☐
Do school bulletin boards and displays include comparable numbers of females and males in both traditional and non-traditional roles?	☐	☐	☐
If there are separate physical education and extra curricular sports programs for girls and boys, do the programs receive comparable allocations of money, equipment, facilities and staff time.	☐	☐	☐
Do school plays or school theme days present positive images of both genders?	☐	☐	☐
Do students interact with male and female professional and non-professional school staff in a variety of traditional and non-traditional roles (e.g., male kindergarten teacher, female administrator).	☐	☐	☐
If students are subjected to sexual harassment (offensive remarks, unwanted touching) by other students, is it made clear that the behaviour is unacceptable and the offender corrected?	☐	☐	☐

Do the same safety rules apply to both girls and boys (e.g., one gender is not permitted to take more risks than the other)?	☐	☐	☐
Are there equal numbers of female and male students in leadership roles (S.R.C., club presidents, etc.)?	☐	☐	☐
Are male and female students expected to conform to the same code of discipline?	☐	☐	☐
Do students see school staff members interacting in a gender equitable fashion?	☐	☐	☐

How gender equitable is the environment in your school? You be the judge.

Appendix II-11

Are Your Bulletin Boards and Hallway Displays Gender Equitable?

Answer these questions about what is actually displayed, not about what you wish were displayed or what you think should be displayed.

1. In your displays, are there pictures of real people? **Yes** ___ **No** ___

   If yes, how many pictures of men/boys are there? ____________________
   If yes, how many pictures of women/girls are there? ____________________

2. In your displays, are there cartoons or drawings of people, animals or things which have been given an identifiable gender label. (For example, have the letters of the alphabet been given names such as "Mr. T" or "Ms. A")

   If yes, how many pictures of males are there? ____________________
   If yes, how many pictures of females are there? ____________________

3. List the activities the males in the pictures are doing.

   ____
   ____
   ____
   ____

4. List the activities the females in the pictures are doing.

   ____
   ____
   ____
   ____

5. Are there any pictures of males and females doing the same activity (i.e., pictures of both male and female fire fighters). **Yes** ___ **No** ___

If yes, what activity or activities?

____

____

____

____

Adapted from: Lockheed, M.E., Finkelstein, K.J., & Harris, A.M. (1982). *Curriculum and research for equity: A training manual for promoting sex equity in the classroom.* Princeton, New Jersey: Educational Testing Services. Distributed by the Women's Educational Equity Act Program. Used and adapted with permission of Educational Testing Service for limited use by Saskatchewan Education.

Appendix II-12

School Staff Self-Assessment

Do the teachers in your school practice gender equity in their interactions with each other?

At a staff meeting ask each teacher to fill out the questionnaire below. Then ask male and female teachers to compare their answers. Are their answers similar or do the genders have different views of their interactions.

In your school	**yes**	**no**	**sometimes**
Do female and male teachers take turns making coffee in the staff room?	☐	☐	☐
Do female and male teachers share responsibility equally for cleaning up the coffee area in the staffroom?	☐	☐	☐
Do male and female teachers share responsibility for keeping the staff room neat?	☐	☐	☐
Are female teachers referred to as "the girls"?	☐	☐	☐
Do male and female teachers take turns bringing treats for staff meetings or other staff functions?	☐	☐	☐
Do male and female teachers sit in separate groups in the staff room?	☐	☐	☐
During staff meetings does one gender or the other tend to dominate conversation?	☐	☐	☐
Are staff room discussions, stories, and jokes free of gender bias and sexist comments?	☐	☐	☐
Are supervision responsibilities shared equally by teachers of both genders?	☐	☐	☐

Appendix II-13

Extra-Curricular Activities Gender Equity Checklist

Ask yourself. . .	yes	no	sometimes
Clubs and Interest Groups			
Are signs and announcements about clubs and activities free of gender bias?	☐	☐	☐
Are all clubs and activities open to students of both genders?	☐	☐	☐
Are student representatives for activities such as school newspaper or student council selected so that there is a balance of male and female members?	☐	☐	☐
Do clubs which tend to appeal to males and those which tend to appeal to females receive balanced amounts of money, facilities, and staff time?	☐	☐	☐
Do both females and males have opportunities for leadership roles in school clubs?	☐	☐	☐
Music and Drama			
Do school concerts and plays highlight the talents of female and male performers equally?	☐	☐	☐
Are balanced numbers of males and females given behind the scenes jobs such as stagehand, lighting technician, director?	☐	☐	☐
Do public performances include the works of both female and male composers, poets, playwrights?	☐	☐	☐
Are themes which are humiliating or patronizing to one gender or the other avoided in concerts and plays?	☐	☐	☐
Extra-curricular Sports			
Are both female and male students encouraged to provide leadership; (e.g., captains, referees, organizers of playdays and tournaments)?	☐	☐	☐

Are both girls' and boys' sports given comparable allocations of time, money, facilities, and equipment?	☐	☐	☐
Is cooperation and team spirit encouraged among both female and male students so that both learn to work together to achieve goals?	☐	☐	☐
Is there a school spirit squad made up of both boys and girls rather than female cheerleaders?	☐	☐	☐
Do both female and male staff supervise, organize, and coach sports activities in order to provide positive role models?	☐	☐	☐
Are comparable standards of performance expected for female and male athletes?	☐	☐	☐

Adapted from: *Sex equity in elementary education: Bridging the gap.* (1984). North York: The Board of Education for the City of North York. Used with permission.

Appendix II-14

Assessing Career and Personal Counselling for Gender Equity

Some larger Saskatchewan schools have a full or part-time guidance counsellor, but in many smaller schools, classroom teachers and administrators are responsible for both career and personal counselling.

People who provide career and personal counselling should ask themselves the following questions:

	yes	no	some-times
Do I treat discrimination, bias, stereotyping, etc. as community problems rather than as problems only of the gender affected?	☐	☐	☐
Do I model gender-equitable behaviour?	☐	☐	☐
Have I consciously worked to understand my own cultural frame of reference; how my cultural background influences my behaviours, language, interactions, judgments and expectations; and how this affects the counselling situation?	☐	☐	☐
Do I seek awareness of how gender may affect learning style?	☐	☐	☐
Do I openly discuss gender role socialization considerations with students?	☐	☐	☐
Do I try to help all students overcome bias and stereotyping in educational and career choices?	☐	☐	☐
Do I avoid using language that may be gender biased?	☐	☐	☐
Do I alert students to bias and stereotyping when it occurs in guidance materials?	☐	☐	☐
Are all students given equal exposure to, and encouragement for, technical and university training?	☐	☐	☐

Do I encourage the qualities of nurturance, compassion, and cooperation in boys as well as girls, in order to prepare them to be well-rounded adults and good parents as well as wage earners?	☐	☐	☐
Do I encourage the qualities of assertiveness, independence and logical thinking in girls as well as boys in order to prepare them to be well-rounded adults and wage-earners as well as good parents?	☐	☐	☐
Do I take advantage of special opportunities such as "career days" to expose students to nontraditional workers and occupations?	☐	☐	☐
Does the counselling program include activities that will encourage students' self-esteem regardless of their gender?	☐	☐	☐
Do counselling activities that deal with human relations skills such as active listening, empathetic feedback and assertiveness include examples of the impact of gender on human interactions?	☐	☐	☐

Adapted from: Andersen, T., & Barta, S. (1983). *Multicultural nonsexist education in Iowa schools: Guidance and counseling.* Des Moines: Iowa State Department of Public Instruction. Used with permission.

Appendix II-15

Assessing Career Information Materials for Gender Equity

Examine some of the career information materials used in your school. Ask the following questions about each of the items.

		yes	no	sometimes
1.	Do the illustrations show men predominantly in traditional masculine careers and/or women in traditional feminine careers?	☐	☐	☐
2.	Do the illustrations show women as helpers predominately, and/or men as the leaders?	☐	☐	☐
3.	Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures?	☐	☐	☐
4.	Do the illustrations tend to show women as smiling and pleasant, in contrast to men who are shown as serious and thoughtful?	☐	☐	☐
5.	In careers traditionally considered as "masculine", is the female figure shown less frequently than the male figure?	☐	☐	☐
6.	Is the generic "he" used for traditional male occupations and/or the generic "she" for traditional female occupations?	☐	☐	☐
7.	Are women encouraged to consider traditional female jobs and/or men encouraged to consider traditional male jobs?	☐	☐	☐
8.	Are gender-based occupational titles used; for example, "fireman" rather than "firefighter," or "mailman" rather than "postal worker?"	☐	☐	☐
9.	Is there evidence of tokenism?--for example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sexist language.	☐	☐	☐
10.	If references exist to family responsibility, are there gender-inequitable expectations? Is it assumed, for example, that it is the woman's basic responsibility to raise and care for a family, and it is the man's basic responsibility to economically provide for wife and children?	☐	☐	☐

11. Are there references to appearance, physical qualities, or gender-based personality traits as being significant factors related to job success?	☐	☐	☐
12. Is there evidence of gender-biased language, such as using "man" or "mankind" rather than "people" or "persons," and using forms of the masculine pronoun (he, his, etc) to refer to people in general?	☐	☐	☐
13. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?	☐	☐	☐
14. For audio materials, is there a balance of male and female narrators?	☐	☐	☐

Adapted from: Birk, J. M., and P. G. Colby (1985). *Provide career guidance to girls and women, Module CGC-13 of category 13 - Implementing. Competency-based career guidance modules.* Alexandria, VA: American Association for Counseling and Development. Used with permission.

Appendix II - 16

Helping Children Make Career Plans: TIPS FOR PARENTS

Career decision making is a process, not an event that occurs at a given time. Your child's future career will be influenced by events that occur beginning in the pre-school years and continuing through all of adult life. Here are some ways in which you can aid your child in positive career development.

--Encourage your child to ask and think about the question, "What will I be when I grow up?" In the early years, children's hopes are often expressed in fantasy terms, especially during play. You will hear things such as, "I'm Daddy and I'm Superman, and you're Mommy and you're Wonder Woman." Don't criticize the kind of persons they are becoming. It will help you to understand him or her better if you let your child talk in this way. Provide toys that encourage experimentation through play with many different jobs.

--Don't discourage your child from planning particular careers at an early age. It is better to ask, "Why does this appeal to you?", than it is to say something like "You wouldn't like to do that" or "That's a terrific job" or "That's completely unrealistic." Until major action decisions have to be made, it is better to let your child think about any possible job choice.

--Try to help your child think about alternate choices. The question, "If for some reason, you couldn't do this, what other things would you want to do?" is a good one to raise. It will help you to learn more about your child, and will also help her or him broaden the basis for career decision making. Talking about your own alternate career choices will also help in this. For example, discussing jobs you've had in the past, or changes you might be considering in your present occupation.

--Try to eliminate gender bias in thinking about your child's future career. Your daughter may very well wish to enter an occupation you now think of as "masculine," or your son enter one that you consider "feminine." Don't discourage them from thinking about such occupations. Times are changing, and they will need extra measures of your emotional support. If the child next door discourages your daughter from being a doctor because "girls are nurses", take your daughter to a woman doctor if you can. If you can't point out women who are in traditionally male jobs, say things like, "A person's gender really doesn't matter, it's ability that counts."

--Don't hesitate to respond when your child asks, "What do you think I should be when I grow up?" Try to make it clear that it is more important that he or she be happy than become what you would like. However, you can point out particular talents that he or she possesses and discuss the jobs in which these would be helpful.

--Tell your child about the work that you do. Try to do so in a positive way so that your child will gain respect for you by respecting what you do. Neither encourage nor discourage your child from considering your occupation. The important thing is that your child sees that you, through your work, are making contributions to society.

--Encourage your child to ask people about their jobs. Make use of your friends who are in the occupations your child is considering. Emphasize to your child that she/he should seek information, not firm advice, from such persons. If your child is particularly interested, ask a friend if your child can visit to see what the job actually involves.

--Take your child on field trips to see various people at work in factories, offices, auto mechanic shops, etc. This is very helpful in letting children acquire a realistic view of a variety of jobs.

--Help your child explore hobbies and other leisure-time activities that are productive and useful. Sometimes such activities can lead to career choices. Whether they do or not is unimportant. What is important is that they can help your child see himself/herself as one who can accomplish something successfully.

--Help your child understand how very important her/his school work will be in later job decisions. Show her or him how such subjects as reading, arithmetic, and communications are used in almost all occupations. In short, help your child understand that there are more important reasons for going to school than simply going to school.

--Encourage your child to engage in parttime work outside the home. If such work is done for pay, you can talk to your child about basic elements in the free enterprise system. Whether or not the work is for pay, it can be valuable in two ways: (1) it can help your child explore career interests, and (2) it can help your child discover the sense of accomplishment and self pride that can come from work.

--Encourage your child to visit with teachers and counsellors about career plans and hopes. After such visits, talk with your children about what they learned. Feel free to tell them what you think. In doing so, make it clear that you are expressing your opinion, not telling them what to do with their lives. Don't refuse to discuss such matters with your children just because you don't know the answers.

--Visit the schools your children attend. If your child has been discussing career plans with a teacher or counsellor at school, seek that person out and ask such questions as, "Do you think this career is suitable in view of my child's strengths and weaknesses?"; "What are the best schools for pursuing this field of study?"; "What is the employment outlook for this career?" You will often learn much and you will certainly help teachers and counsellors help your children more if you are willing to talk to them.

--Remember, a university degree is no longer the best or surest route to occupational success. If your child is in high school, encourage her or him to think about all kinds of postsecondary educational opportunities. Try to help your child think about a variety of kinds of post high school educational opportunities, for example technical schools and community colleges. Emphasize the wide choice that exists.

--Help your child understand that it will be equally important to acquire a set of specific job skills and a set of adaptable skills for occupational success. For example, if your child is preparing for a career in journalism, it would be wise to also have a broad base of academic subjects that might be used in fields other than journalism.

Your child's career choices will certainly affect your future as well as your child's. In this sense, you have a right, as well as a responsibility, to be active in helping your child make career plans.

From: *Building instruction around sex equity: Parent workshop.* (n.d.). Portland, OR: Northwest Regional Educational Lab. Used with permission.

Appendix II-17

School and Community Interactions
Gender Equity Questionnaire

Do you	yes	no	sometimes
Request parental volunteer involvement without specifying gender (room-mother, fathers to build equipment)?	☐	☐	☐
Select field trips where students will see women and men in a variety of traditional and non-traditional roles?	☐	☐	☐
Respond to parents on the basis of their concerns, rather than their gender?	☐	☐	☐
Recognize that a child from a single parent home does not necessarily have a problem at home?	☐	☐	☐
Schedule parent/teacher interviews during the evening or on Saturday so that parents of both genders who are employed can attend?	☐	☐	☐
Hire individuals of both genders for paraprofessional and support positions such as secretary, teacher associate, library technician, janitor?	☐	☐	☐
Ensure that all communications between the school and the community are in gender-equitable language?	☐	☐	☐
Distribute guidelines for gender-equitable communication to all guest speakers and insist that the guidelines be followed?	☐	☐	☐

The first five points have been adapted from: Checklist of equitable teaching practices. (1988). In A.O. Carelli (Ed.), *Sex equity in education: Readings and strategies* (pp. 139-144). Springfield, IL: Charles C. Thomas. Used with permission.

Appendix III

Appendix III-1

Gender Equity Statements in Selection Policies

Several statements which address gender equity in the selection of instructional materials appear below. These statements have been taken from school and divisional selection policies.

Materials shall be examined to ensure that they are unbiased with respect to people from all religious, racial, ethnic, cultural, socio-economic, and political backgrounds, of both sexes, of all ages, and of varying abilities or disabilities.

Materials included in the collection shall be designed to help pupils gain an awareness of pluralistic society and experience various ethnocentric perspectives in our culture.

Learning resources shall be designed to help students gain an awareness of our pluralistic society as well as an understanding of the many important contributions made to our civilization by women and minority and ethnic groups.

Learning resources shall reflect an awareness of our pluralistic society.

While materials should be free of stereotyping and prejudice, learning resources containing a particular bias may be provided to meet specific curriculum objectives.

The selection of learning resources regarding controversial issues shall be directed toward maintaining a balanced collection representing various points of view. For example, learning resources may depict historical and contemporary forces in order to aid the understanding of social, economic, and political problems.

Appendix III-2

Gender Equity in the Required Areas of Study: Planning Ideas

Language Arts

- Have equally high expectations for male and female students.
- Encourage and respect the interests and abilities of all students of both genders.
- Model equitable interaction with students.
- Be sensitive to gender-inequitable portrayal of animal characters in illustrations and text, e.g., predominance of male characters, stereotyped roles, gender-inequitable language.
- Select novels and stories which have male and female protagonists equally represented.
- Seek a balance of male and female writers in the language arts program.
- Examine reading texts for gender-inequitable content in female/male numerical representation and stereotyping which limits character portrayal. When this exists, use teaching strategies which counterbalance it.
- Teach students how to recognize gender-inequitable content in the materials they read, view and hear.
- Ensure that students follow cooperative group norms so that both genders have equal opportunity for leadership and expression of ideas. These norms include:
    1. Opportunity for uninterrupted input from all group members.
    2. Listen carefully to others and allow only one person to speak at a time.
    3. No putdowns of self or others.
    4. All ideas offered belong to the group.
    5. Work toward a consensus.
    6. Group members try to speak briefly and concisely.
    7. Once a solution is chosen, all group members provide support.
    8. All group members participate as learners.

- Use debates to question the validity of stereotyped generalizations as portrayed in literature and in real-life experiences.
- Provide role models of both female and male voices.
- Have students use autobiographies, biographies, historical fiction and non-fiction to study and analyze the changing roles of women and men throughout history.
- Instruct students in the use of gender-fair language in a matter-of-fact way.
- Insist that all language used in formal and informal classroom activities be gender fair.
- Motivate students to write about male and female characters who represent non-stereotyped roles, and who are involved with non-traditional activities.
- Read and tell stories which portray female and male characters from a wide range of cultural and minority groups in non-stereotyped roles and situations.
- Encourage students to supply their own endings to traditional folk and fairy tales.
- Make sure that all school/school division communication is in gender-fair language.

Mathematics

- Have equally high expectations for students of both genders.
- Use a broad range of instructional strategies and methods that decrease the control of the teacher and move the emphasis to the student as an independent learner.
- Provide a supportive, trusting atmosphere.
- Encourage sharing in small groups.

To provide role models and reduce perception of mathematics as a "masculine" field:

- Invite women mathematicians to visit classes.
- Inform students about the work of outstanding women mathematicians.
- Ask older girls in honors or advanced placement courses to talk about mathematics and to counsel or tutor younger students and those who are having difficulty with the subject.

- Use problems in which the subject and vocabulary includes both genders.

To increase students' confidence in their own mathematical ability and reduce anxiety that inhibits performance (this is helpful for all students):

- Provide opportunities for practising problem-solving strategies like predicting, estimating, and testing hypotheses.

- Encourage students to search for interesting approaches to solutions even if they do not lead to right answers.

- Ask questions that aim at higher levels of thinking and which may have a variety of solutions.

- Allow ample time to interact with material and use informal evaluation to gather data on student progress in a variety of areas.

- Use a variety of assessment strategies and test times within those strategies.

- Use open-ended oral conferences as a technique to evaluate progress.

- Use hands-on activities, visual representations, and physical materials to build abstract concepts.

- Teach relaxation techniques such as deep breathing and "rehearsing" future behaviours and their consequences.

To build on girls' favorable response to cooperative classroom activities and to encourage cooperation between the genders.

- Use group problem solving and collective brainstorming.

- Experiment with peer teaching.

- Look for opportunities for "jigsaw" assignments, where each member of a group is given part of the information needed to solve the problem assigned.

Competitive classroom activities tend to work well for many boys, cooperative ones for many girls. Both have negative elements in coeducational classes; however, generally, activities that are neither competitive nor cooperative work best for boys and girls in that setting. (Several projects designed to improve girls' math performance have involved all-girl classes but have produced no evidence that gender segregation by and of itself is responsible for favourable results.)

Other techniques that contribute to girls' (and also boys') greater participation and achievement in mathematics are:

- Promoting recreational math: brain teasers, spatial games.
- Teaching about career opportunities in math-related fields.
- Teaching about career fields where students may not realize that math is important.

Science

- Stress the importance of science concepts and processes in everyday life.
- Have equally high expectations for students of both genders.
- Provide experiences which will expand girls' informal experience in science.
- Provide opportunities for both female and male students to design and/or conduct their own science investigations.
- Utilize older girls as role models to assist younger students in science experiments.
- Select written material which is gender equitable and bring to the attention of staff the gender-biased portions of material that is currently in use.
- Ensure that both genders have comparable access to and comparable time with equipment.
- Encourage and reward intellectual risk taking in science.
- Ask divergent questions.
- Provide activities which have student directed components and innovative solutions.
- Reward students for interesting approaches, not just for correct solutions.
- Give students some time to interact with science materials without evaluating student's performance.
- Examine and compare the roles played in nature by male and female animals and plants.
- Provide information about scientists of both genders.
- Support the participation of both genders in science fairs.
- Increase awareness about non-traditional careers for students of both genders.

Social Studies

- Use debates to question the validity of stereotyped generalizations.
- Observe student discussions to ensure that neither gender interrupts nor takes ownership of a topic to the exclusion of the other gender.
- Expect that students will listen carefully to the ideas presented by both genders.
- Instruct students in the use of gender-fair language.
- Insist that all language used in formal and informal classroom activities be gender fair.
- Motivate students to write about male and female characters who represent non-stereotyped roles, and who are involved with non-traditional activities.
- Have equally high expectations for male and female students in social studies.
- Make it clear that all students are expected to be equally active participants in social studies activities.
- Provide opportunities for both female and male students to assume leadership roles.
- Encourage and reward intellectual risk taking in social studies
- Provide more "process" activities without "right" or "wrong" answers.
- Encourage cooperation between the genders.
- Structure units of study so that equal emphasis is given to the accomplishments of women and men in the past. This applies equally to study of European, Canadian, and Aboriginal history.
- Structure discussions of current events so that their influence on the lives of both women and men is emphasized.
- Have students study and analyze the changing roles of women and men throughout history.
- Have students study and analyze the changing roles of men and women in the workplace.
- Make students aware of gender bias and omissions in social studies materials and supplement them with gender-equitable materials.
- Portray the important contributions of both women and men when studying other cultures.

- Study the lives of ordinary individuals and families, at different times and places, as well as military and political events.
- Encourage females to play roles traditionally associated with males and vice versa during simulations.
- Emphasize the social sciences as possible career choices for both women and men.

Health Education

- Promote health care as a growing career possibility with equal opportunities for males and females.
- Emphasize that parenting is a shared responsibility between females and males.
- Present family roles as dynamic and changing.
- Treat family violence as a societal problem, not a problem of only women and children.
- Emphasize that families may be structured in many different ways; there is no right or wrong family design.
- Emphasize that decisions about intimacy are a joint responsibility of females and males.
- Emphasize that both males and females can be in charge of their own wellness/well-being.

Physical Education

- Have comparable expectations for males and females in regard to physical activity under conditions of illness or injury.
- Ensure that expectations concerning behaviour are the same for male and female students.
- Ensure that discipline practices are comparable for females and males.
- Avoid using feminine terminology when addressing male students in order to motivate them to be tougher.

- Ensure that responsibilities are shared equally by male and female students. For example, require both genders to carry their own equipment, to put away all gym equipment, to assume roles of recorder and typist for written assignments.
- Ensure that all students (but girls in particular) do not develop "learned helplessness."
- Make it clear to students that all physical activities are gender neutral, for example, both genders can play football, wrestle and do gymnastics.

Arts Education

General

- Have equally high expectations for both boys and girls in all four strands of the arts education program.
- Give equal emphasis to male and female artists and their work in dance, drama, music and visual art.
- Portray the important contributions of both women and men when studying the arts of various cultures.
- Examine resource materials for gender-equitable content and bring to students' attention any gender-biased portions of material.
- Encourage questioning of stereotyped generalizations in the arts.
- Observe students to ensure that neither gender interrupts or takes ownership of an activity or project to the exclusion of the other gender.
- Expect that students will consider and respect the ideas presented by both genders.
- Make sure that all discussion is in gender-fair language.
- Encourage cooperation between the genders.
- Ensure that both genders have comparable time and access to resources and equipment.
- Emphasize the arts as possible career choices for both women and men.
- Assume that both females and males can be committed to personal expression in the arts.

Dance

- Assume that dance is appropriate for both male and female students.
- Examine critically the roles of men and women portrayed in dances.
- Encourage both male and female students to experience a wide range of movements and movement qualities.
- Include dance activities relevant to both male and female students. For example, in an effort to include boys, do not let their interests dominate the class to the detriment of the girls.

Drama

- Encourage students to become aware of the occurrence of both gender-typical and gender-atypical behaviour which may be embodied in the roles they assume within their dramas.
- Discuss and reflect upon the gender roles embodied in the roles students assume within their dramas.

Music

- Encourage both girls and boys to participate in all musical activities.
- Ensure that boys are not expected to play certain instruments and girls to play others.
- Include music activities that portray women and men in a nonstereotyped manner.
- Study both male and female musicians and composers and their work.
- Include examples of both male and female musicians and composers and others in the music industry as role models.
- Examine lyrics and record covers for gender-role stereotyping.

Visual Art

- Treat those art forms which have been viewed as traditionally female and traditionally male with equal dignity and seriousness.
- Treat all teaching strategies and activities as appropriate for both sexes: for example, embroidery and welding.

- Examine images of men and women portrayed in various visual art forms for gender-role stereotyping; for example, advertising images.
- Encourage both girls and boys to utilize a wide range of media for their visual expressions: for example, photography, construction, clay, found objects.
- Ensure that both girls and boys share clean-up responsibilities equally.
- Include the study of both female and male artists and their work.

Adapted from: Science strategies from: *Sex equity in elementary education: Bridging the gap.* (1984). North York: The Board of Education for the City of North York and Chapman, A. (1988). *The difference it makes: A resource book on gender equity for educators.* Boston: National Association of Independent Schools. ERIC # Ed 310 999. Used with permission.

Mathematics strategies from: Chapman, A. (1988). *The difference it makes: A resource book on gender for educators.* Boston: National Association of Independent Schools. ERIC # Ed 310 999. Used with permission.

Appendix III-3

Gender Equity in the Kindergarten Program

Kindergarten

- Have equally high expectations for both girls and boys.
- Make an effort to use gender-fair language and correct students in the same matter-of-fact way that you model appropriate language.
- Make an effort to utilize gender-biased learning materials in an instructive way. (e.g. Help students discuss the gender of main characters in stereotyped books, and change the generic he to it when referring to animals or animal characters when gender is unknown.)
- Enter into discussions about gender bias in learning resources, and in interactions.
- Invite resource people and kindergarten helpers of both genders into the classrooms. Invite people who are non-traditional role models. (Consider student helpers as well.)
- Group students according to factors other than gender to ensure gender balance. (interest, location in room, colour of clothing, etc.)
- Employ cooperative learning strategies.
- Have the same behavioural expectations for girls and boys. (Avoid expecting boys to be loud and rough and girls to be more quiet and gentle.)
- Accept and encourage an equal display of emotion from boys and girls. (e.g., Do you accept it when girls fight and when boys cry?)
- Emphasize similar aspects when addressing boys and girls. (e.g., the attractiveness and the strength and abilities of both genders.)
- Call on girls and boys to do chores involving strength. (e.g., moving equipment or furniture).
- Encourage leadership from girls and boys.
- Encourage boys and girls to ask and receive help from one another.
- Encourage friendships among boys and girls. (Avoid comments about boyfriends and girlfriends.)

- Encourage all students to use a variety of materials for recreation and learning. (Are bats and balls, dolls, trucks, hammers, skipping ropes, measuring cups and spoons, etc. equally available to boys and girls?)
- Encourage all students to try a variety of roles in play. (parent, fire fighter, truck driver, computer operator, cook, scientist, etc.)
- Encourage all students to try a variety of activities. (e.g. girls to play the drums and boys to learn dance.)
- Provide a classroom environment where all students can play equally. (e.g. Do you have a housekeeping area for girls and a construction area for boys? Consider what happens when a boy heads for the kitchen corner, or when a girl heads to the building area. Note the students' response; note your own.)
- Plan with students different activities or a variety of roles within an activity.
- Expect girls to put as much athletic effort forth in physical education class and other activities as the boys.
- Expect boys to put as much effort forth in clean-up and other activities as girls.

Adapted from: Cooper, P.J. (1987) In or out of the pumpkin shell? Sex role differentiation in classroom interaction. Paper presented at the Annual Meeting of the Speech Communication Association, Boston, MA, November 1987. ERIC #ED291125. Used with permission.

Appendix III-4

Gender Equity and the Practical and Applied Arts: Planning Ideas

Computers

- Have equally high expectations for students of both genders.
- Develop a plan to incorporate computers into all subject areas; don't limit them to the mathematics classroom.
- Evaluate software for gender stereotyping before buying.
- Encourage out-of-class use by encouraging all students to use a computer to do their homework.
- Use a sign-up system to ensure access for both girls and boys and monitor the system.
- Limit game playing to games which require cooperative activity, logic or creative problem solving.
- Widen applications by encouraging both genders to use computers for art production, word processing, and record keeping for extra-curricular activities.
- Pair boys and girls and have them take turns at the keyboard. Ensure that the student who is watching does not interrupt the student at the keyboard.
- Ask older girls to introduce computers to students in the lower grades or supervise out-of-class use.
- Encourage parents to consider advanced computer training for girls as well as boys.

Appendix III-5

Handling Gender Bias in Learning Materials

Many old learning materials which are still in use (and some new materials, too) contain examples of gender bias. Often it is not possible to eliminate all of these materials. Another alternative is to point out the bias (directly or indirectly) to students and to incorporate discussion of the bias into a lesson.

Bring samples of some of the learning materials used in your school to a staff meeting. Divide into small groups, identify examples of bias in the materials and then develop a strategy for dealing with each one. After 15 or 20 minutes, each group reports its strategy to the rest of the staff.

Below are some strategies developed by other teachers to counteract gender bias.

If the text shows only women who don't work outside the home, then:

- Discuss how texts give us the impression that women don't work.
- Ask the children to find examples in their textbooks of five (or ten) women who work outside the home.
- Discuss either the work they are shown doing or the small number of women who are presented as paid workers.
- Compare this to the reality of women's growing participation in the job market.

If a girl character in a story is portrayed as passive or dependent, then:

- Ask the students whether the girls they know are so quiet or timid.
- Have several girls tell what they would have done if they were the character in the story.
- Have the children rewrite the story using a more assertive girl instead of the one who appeared.
- Discuss how stories -- and lives -- change when people don't sit and wait for things to happen to them.

If a girl character in a story is unable to solve a problem without the help of a boy, then:

- Go back to the point in the story where the problem is clearly defined.
- Ask the children what they would do to solve the problem without help.

- Encourage both girls and boys to see themselves as problem solvers.
- Have them suggest several alternatives and then discuss why books so frequently make it seem as though boys have to help girls out of difficulties.
- Ask the children to point out similar situations in other stories and be on the watch for it in future ones.

If a social studies text discusses only male activities during a particular historical period, then:

- Research and/or discuss women's activities during the same historical period.
- Emphasize how, during most historical periods, family members were interdependent and how important the job of each member of the family was. For example, in the past women cooked, cared for children and animals, worked in fields and gardens, spun cloth, and sewed clothing. Discuss why some learning materials omit the important contribution that women make to society.

If a math or science text uses mainly male names in the problems, then:

- Tell students in a matter-of-fact way that this is an example of gender bias and ask them to alternate male and female names in their answers to the problems.

If a piece of writing contains blatant gender bias, (as many fairy stories do, for example), then:

- Read portions aloud reversing the genders.
- Discuss why the writing seems silly when the genders are reversed.

If a boy is portrayed as aggressive or bullying, then:

- Ask students how the problem or issue could have been resolved without aggression.

Adapted from: Shapiro, J., Kamer, S., & Hunerberg, C. (1981). *Equal their chances: Children's activities for non-sexist learning.* New York: Prentice-Hall. Used with permission.

Appendix III-6

Developing Gender-Equitable Instructional Practices

Research shows that even the most conscientious teacher occasionally interacts with students in ways that are gender biased. It sometimes takes a determined effort to replace old patterns of behaviour with new ones.

At a staff meeting divide into small groups, and have each teacher in the group describe a gender-biased situation (real or imaginary). Then have the group identify how the same situation could have been handled in a gender-equitable fashion. After the end of 15 or 20 minutes each group reports to the rest of the staff. Below are some examples of situations.

Situation #1

Gender biased

"This film is sad. We might feel like crying. But we must be strong...especially the boys." (Suggests that boys shouldn't feel emotions).

Gender equitable

"This film is sad. It's O.K. for all of us to show our emotions. We might all cry together."

Situation #2

Gender biased

"Bob, that was a superb analysis and Jane, that is a polite way to answer my question." [Bob receives praise for content (intellectual achievement) while Jane receives praise for form (politeness).]

Gender equitable

"Bob and Jane, those were insightful ideas that you provided about the problem. Good work...both of you!"

Situation #3

Gender biased

"Let's get ready for recess now. Boys move the desks back, girls clean off the board." (Classroom tasks are assigned on the basis of gender and reflect stereotyped roles.)

Gender equitable

"Let's get ready for recess now. The people in rows one and two move the desks back, the people in rows three and four clean off the board."

Situation #4

Gender biased

"John, who is the author of this book?"
"Bill, what's the central theme of the book?"
"Fred, when was the book written?"
"Lars, what other book does this one remind you of?"

Gender equitable

"Susan, who is the author of this book?"
"Bill, when was the book written?"
"Louise, what's the central theme of the book?"
"Lars, what other book does this one remind you of?"

Situation #5

Gender biased

"I want you to get your work out so that I may check it. I know the boys always need lots of help so I will be around to help them first." (Boys are given preferential treatment).

Gender equitable

"I want you to get your work out so that I may check it. If you think you need immediate help, please raise your hand. I'll try to get around to everyone in the next twenty minutes."

Adapted from: Bailey, G. D. (1988) Identifying sex equitable interaction patterns in classroom supervision. *NASSP Bulletin*, February, 94-99. Used with permission.

Appendix III-7

Intervening in Students' Gender-Biased Behaviour

Students pattern their behaviour on the world around them. Books, television programs and human interactions may all reflect some degree of gender bias. It is little wonder, then, by the time they come to school, some children's behaviour and attitudes are gender biased.

Appropriate interventions by teachers can change such behaviour. A few possible interventions are described below.

- Coach students who speak in a hesitant way, put requests as questions, and add qualifiers to their statements, ("Don't you think maybe we should open the window--it's sunny, isn't it?"). This style is more characteristic of girls, and puts the speaker at a disadvantage because statements made in this style are valued less highly. Tape students comments and have them rework their wording, then practise a more assertive delivery on tape.
- Restrain students who dominate discussion (who are more likely to be boys) by not allowing interruptions, limiting the time a person may hold the floor, or limiting the number of times a person may hold the floor, or limiting the number of times a person may speak.
- Encourage cross-gender play and work groups. If assigning students to groups or seats or activities, use criteria other than gender.
- Make clear that sexist statements, sexist humor, inappropriate kidding, or sexual innuendo will not be tolerated from anyone. Discuss how particular behaviours may be interpreted differently, and offence given even when none was intended; and how both the target and bystanders can speak out against such behaviours.

Adapted from: Chapman, A. *The difference it makes: A resource book on gender equity for educators.* Boston: National Association of Independent Schools. ERIC # 310 999. Used with permission.

Appendix III-8

The Brant County Board of Education

SECTION 3 - PERSONNEL

Approved -
January 26, 1987

Brant County, Brantford, Ontario - Used with permission

POLICY STATEMENT NO. P-14-87 - WORKPLACE HARASSMENT

"Every person has a right to equal treatment with respect to employment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, age, record of offences, marital status, family status or handicap." Ontario Human Rights Code, 1981, Section 4(1).

The Brant County Board of Education seeks to provide an environment which is supportive of productivity and the personal goals of dignity and self-esteem of every individual. Whatever form it takes, harassment is a disruptive element in the workplace that undermines the integrity of the employment relationship and threatens the well-being and job performance of the employee.

RULES AND REGULATIONS

P14 (1) Definition

Workplace harassment may include comment or conduct by an employee toward any other employee which is intimidating, annoying, hurtful or malicious. Any person who persists in such behaviour which he or she knows or should know is unwelcome may be guilty of harassment.

1.1 Sexual Harassment

- unwelcome remarks, jokes, innuendos or taunting about a person's body, attire or sex
- practical jokes of a sexual nature which cause awkwardness or embarrassment
- displaying pornographic pictures or other offensive material
- leering (suggestive staring) or other gestures
- unnecessary physical contact such as touching, patting or pinching
- sexual assault

1.2 Racial or Ethnic Harassment

- unwelcome remarks, jokes, innuendos or taunting about a person's racial or ethnic background, colour, place of birth, citizenship, ancestry or creed
- the displaying of racist, derogatory or offensive pictures or material
- denial of normal co-operation with an employee because of his or her racial or ethnic background
- insulting gestures or practical jokes based on racial or ethnic grounds which cause embarrassment or awkwardness

P14 (1) Definition (Continued)

1.3 What is Not Workplace Harassment

An occasional compliment or remark is not included in this definition. Relationships between consenting adults which are voluntary and are based on mutual attraction do not constitute sexual harassment.

The normal exercise of supervisory responsibilities including training, counselling and discipline when necessary, does not constitute harassment under this policy.

P14 (2) Procedures

The intent of this policy is preventive, not punitive. An employee reporting alleged harassment retains the right to decide how to deal with a workplace harassment incident, and may approach the Human Rights Commission, subject to provisions set out in the Code, at any time. The complainant has the right to seek legal counsel or to withdraw the complaint at any time during the proceedings.

2.1 Initial Procedures

2.1.1 The complainant should indicate with an immediate, clear, direct, and firm response to the alleged harasser that the behaviour is unwelcome and against Board policy. Such an approach may end the problem at this level.

2.1.2 Should the harassment continue, the complainant should keep a detailed record of the harassment (dates, times, locations, witnesses, etc.). Failure to keep such a record will not invalidate a complaint, but such information will reinforce any later action.

2.2 Investigative Procedures

2.2.1 Informal

Personnel Involved:

- Personnel Officer
- Complainant
- Defendant
- Principal/Supervisor if requested by complainant or defendant

P14 (2) Procedures (Continued)

STEP ONE:

The complainant will choose one of the above as an advisor. The advisor will explain the policy procedures and timeframe involved. The objective of this meeting is a resolution of the problem.

STEP TWO:

If the complainant wishes to proceed further, s/he will provide written notification to the Personnel Officer/designate. The Personnel Officer/designate shall meet with both parties. The objective of this meeting is an informal resolution. If a resolution occurs, the Personnel Officer's/designate's report is to be signed by both parties and filed in the Personnel Department. This meeting is to occur within ten (10) working days of receiving the intent to proceed from the complainant.

2.2.2 Formal

Workplace Harassment Committee Structure

Members:

- Personnel Officer
- A Supervisory Officer
- Affirmative Action Co-ordinator

Ad Hoc Members

- Either party (complainant or defendant) may bring in one (1) advocate
- Secretary to document proceedings

STEP THREE:

The Workplace Harassment Committee is to hear the alleged harassment case. The complainant must attend this meeting and the alleged harasser can attend if s/he chooses. Either party if desired may have an advocate present at this presentation.

The Committee is to hear the case within thirty (30) calendar days of written notification by the Personnel Officer/designate. The Committee will make a decision and send their recommendation to the Director. The Director will take to the Board either a recommendation for disciplinary action or the information that the defendant has been vindicated. The decision reached at this level is to be conveyed to both parties in writing.

P14 (2) Procedures (Continued)

APPEALS:

Any appeals should be submitted in writing within ten (10) working days to the Board.

Decisions on the appeals will be made by the Board within thirty (30) calendar days. No further appeal to the Board will be considered.

P14 (3) Recommendations for Resolutions

3.1 Vindication

A copy of a letter of vindication will be kept in complainant's file at the Board office for a period of three (3) years from date of issue, and a copy shall be sent to the defendant.

3.2 Reprimand

A copy of a letter of reprimand will be kept in defendant's file for a period of three (3) years from date of issue. The letter will outline the behaviour which has lead to the reprimand, delineate steps to be taken to rectify or mediate the situation, and define the resolution recommended. The letter will be discussed with the defendant and the complainant by member(s) of the Workplace Harassment Committee.

3.3 Suspension

Suspension without pay may be recommended as a further step resulting from a letter of reprimand, or as a result of a second complaint of harassment. The period of suspension will be determined by the Board.

3.4 Termination

Termination may be recommended as a consequence of the following:

(a) three (3) letters of reprimand have been filed,
(b) physical and/or mental injury to the complainant as a result of harassment,
(c) conviction for sexual assault.

CHAPTER S-24.1

An Act respecting the Saskatchewan Code of Human Rights and its Administration.

Short title

1. This Act may be cited as *The Saskatchewan Human Rights Code*.

Right to education

13(1) Every person and every class of persons shall enjoy the right to education in any school, college, university or other institution or place of learning, vocational training or apprenticeship without discrimination because of his or their race, creed, religion, colour, sex, marital status, disability, nationality, ancestry or place of origin.

(2) Nothing in subsection (1) prevents a school, college, university or other institution or place of learning from following a restrictive policy with respect to enrolment on the basis of sex, creed, religion or disability, where it enrols persons of a particular sex, creed or religion exclusively, or is conducted by a religious order or society, or where it enrols persons who are disabled. 1979, c.S-24.1, s.13; 1989-90, c.23, s.9.

Discrimination prohibited in employment

16(1) No employer shall refuse to employ or continue to employ or otherwise discriminate against any person or class of persons with respect to employment, or any term or condition of employment, because of his or their race, creed, religion, colour, sex, marital status, disability, age, nationality, ancestry or place or origin.

(2) No employment agency shall discriminate against any person or class of persons because of his or their race, creed, religion, colour, sex, marital status, disability, age, nationality, ancestry or place of origin in receiving, classifying, disposing of or otherwise acting upon applications for its service or in referring an applicant or applicants to an employer or anyone acting on an employer's behalf.

(3) No employer shall use, in the hiring or recruitment of persons for employment, an employment agency that discriminates against any person or class of persons seeking employment because of his or their race, creed, religion, colour, sex, maritial status, disability, age, nationality, ancestry or place or origin.

(4) No provision of this section relating to age prohibits the operation of any term of a bona fide retirement, superannuation or pension plan, or any terms or conditions of any bona fide group or employee insurance plan, or of any bona fide scheme based upon seniority.

(5) Nothing in this section deprives a college established pursuant to an Act of the Legislature, a school or a board of education of the right to employ persons of a particular religion or religious creed where religious instruction forms or may form the whole or part of the instruction or training provided by the college, school or board of education pursuant to *The Education Act*.

(6) **Repealed. 1989-90, c.23, s.12.**

(7) The provisions of this section relating to any discrimination, limitation, specification or preference for a position or employment based on sex, disability or age do not apply where sex, ability or age is a reasonable occupational qualification and requirement for the position or employment.

(8) This section does not prohibit an employer from refusing to employ or refusing to continue to employ a person for reasons of any prohibited ground of discrimination where the employee is:

(a) employed in a private home; or

(b) living in the home of his employer.

(9) The provisions of this section shall not be construed to prohibit distinctions in terms or conditions of employment where those distinctions are permitted by virtue of *The Labour Standards Act* or the regulations made pursuant to that Act.

(10) This section does not prohibit an exclusively non-profit charitable, philanthropic, fraternal, religious, racial or social organization or corporation that is primarily engaged in serving the interests of persons identified by their race, creed, religion, colour, sex, marital status, disability, age, nationality, ancestry or place of origin from employing only or giving preference in employment to persons similarly identified if the qualification is a reasonable and *bona fide* qualification because of the nature of the employment. 1979, c.S-24.1, s.16; 1980-81, c.41, s.4; 1989-90, c.23, s.12.

1989

CHAPTER C-7.2

An Act respecting the Protection of Children and the Provision of Support Services to Families

(Assented to August 25, 1989)

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Saskatchewan, enacts as follows:

PART I
Title, Interpretation and Purpose

1 This Act may be cited as *The Child and Family Services Act*. Short title

12(1) Subject to subsections (2) and (3), every person who has reasonable grounds to believe that a child is in need of protection shall report the information to an officer or peace officer. Duty to report

(2) Subsection (1) applies notwithstanding any claim of confidentiality or professional privilege other than:

(a) solicitor-client privilege; or

(b) Crown privilege.

(3) No action lies against a person who makes a report pursuant to subsection (1) unless that person makes it maliciously and without reasonable grounds for his or her belief.

(4) Every peace officer who has reasonable grounds to believe that a child is in need of protection shall immediately report the information to an officer.

Appendix III-11

Protocol for Handling of Suspected Incidents of Child Abuse (Including Child Sexual Abuse)

Child Abuse Protocol
- School Systems

Introductory Statement

The neglect and abuse of children is generally considered by society to be an unacceptable practice. Violence in the family is often physically and always emotionally devastating, not only to the child, but to the entire family.

The identification, treatment and prevention of child abuse and neglect requires the close collaboration of child caring agencies, law enforcement units, health care workers, educators and all whose concerns touch upon and affect the lives of children.

Mandate

The Family Services Act is legislation that deals with the protection of children from abuse and neglect by their caregivers. The quoted sections that follow require that cases be reported to the child protection services staff of Saskatchewan Social Services.

Section 16 of The Family Services Act reads, in part:

Section 16(1)

> "Every person having information that a child is in need of protection shall report the information to an officer."

Sectin 16(2)

> "A person who makes a report pursuant to sub-section (1) is not liable in any action for making the report unless the report is false and is made maliciously."

Section 16(4)

> "The Department of Social Services shall investigate reports or complaints of neglect, abuse, exploitation or cruel treatment of a child and provide such services to any person as may be necessary to reduce or eliminate any neglect, abuse, exploitation or cruel treatment found to exist."

Given the critical and strategic position that the school and its professional staff occupy in the life of a child, it is important that the intent of the legislation be recognized and honoured in the policy and/or procedure statements of boards of education. In order to assist school boards, the following guidelines have been developed to guide policy and practice.

Policy and Procedure Guidelines

1. Reporting

It is the responsibility of the Board of Education to formulate policy and establish procedures to ensure that every case of child abuse or neglect is reported to the Department of Social Services or to a peace officer. Section 16 of The Family Services Act places a responsibility on the person who has information that a child is in need of protection to report the matter directly to a child protection worker of the Department of Social Services or a peace officer. Therefore, a teacher or other school system employee is required to report directly to a child protection worker or a peace officer.

Guidelines

(a) Each teacher or other school system employee who believes that a child is in need of protection shall immediately inform the nearest office of the Department of Social Services or a peace officer AND the principal of the school.

(b) Each principal shall facilitate the reporting of child abuse or neglect matters.

2. Interviews of Children by Department of Social Services Personnel

Whether reported by a school official or not, it may be necessary for child protection services caseworkers to interview the child in the school setting without parental consent. This is done routinely in cases of sexual abuse where it is critical to the child's safety that they be interviewed first and receive protection from their parent if that is required. Because the report may include allegations of assault, which is an offense under the Criminal Code of Canada, the child protection services caseworker may be accompanied by a peace officer.

Therefore, direct access to the child is to be allowed in these matters.

Also, it will often be the case that the child protection services caseworker will interview the child alone. This procedure must be observed because of the sensitive nature of some investigations and to ensure that individuals who may not be comfortable with the subject matter do not hinder the effort to provide protection services to the child.

Legal opinion states that the meaning of "in loco parentis" as exercised by the school authorities is a general authority to act as a reasonable parent and that as a reasonable parent, access by Social Services personnel to children possibly suffering from abuse in the home is a proper course of action. The teacher's and/or the school principal's responsibility is therefore to facilitate the process.

The school principal may request to be present at the interview; however s/he should be cautioned to bear in mind the possibility that s/he is subjecting himself to the likelihood of being subpoenaed to give testimony at a child protection hearing or in any criminal proceedings should an assault charge result. Furthermore the principal should carefully consider his/her position with regard to the ongoing relationship with the parents and whether his/her participation in the interview process will prejudice any future relationship with the family.

Guidelines

(a) A child protection worker wishing to interview a child at school shall make the request of the principal and provide confirmation of the request later in writing.

(b) The principal shall make the necessary arrangements for such confidential interviews and shall retain the written confirmation in his/her administrative files.

(c) The child protection worker's letter shall confirm the meeting arrangements, acknowledge the assistance of the principal and indicate the general outcome of the investigation with respect to the child in the school setting.

Honourable Pat Smith
Minister of Education

Honourable Gordon Dirks
Minister of Social Services

Appendix III-12

Planning for Gender-Equitable Guidance Counseling

At a staff meeting or professional development session read each of the counselor/student role-plays below. Then divide into small groups and discuss ways in which each counseling situation could be made less gender biased. If desired, role-play one or more non-biased counseling sessions.

Counselor/Student Role-Play #1

The setting is a guidance counselor's office where a female student is talking about careers with her counselor.

Counselor:	What do you plan to do after high school?
Student:	Oh, I don't know what to do. I've thought about engineering. I love science and math, but I'm afraid I won't make it at the School of Mines.
Counselor:	Well, it is true that competition there is rough and men do have an advantage in that field. Have you considered teaching instead?
Student:	But I thought that field was crowded now.
Counselor:	Well, it is, but it is such a good profession for a woman because you can stay home with your children during the summer and you can have all the holidays and vacations off with your family.
Student:	Well, I've never thought I would like teaching. It really is just like being a mother all the time.
Counselor:	But being a mother is a woman's job! And it really is a good idea for a woman to prepare for a couple of careers. What if your husband changes jobs? You never know where your family might have to go. You should be prepared to bring in a solid second income. Think about it. By the way, did you register for Home Economics next semester?

Counselor/Student Role-Play #2

The setting is a guidance counselor's office where a male student is talking about careers with his counselor.

Counselor:	What do you plan to do after high school?
Student:	I'm not sure, but I like kids. I'd like to do something where I could work with little kids.

Counselor:	Well, there's always elementary education, but you've got good marks in science and math. Why not go into an area where you can use your ability in science and math.
Student:	I really want to work with people. I couldn't stand to be in a lab all day. I work in a daycare after school and I really like the kids.
Counselor:	Well, why not look at high school teaching; that's people oriented. Or, if you got a doctorate in math or physics you could teach at a university.

Counselor/Student Role-Play #3

The setting is a guidance counselor's office where a female student is talking about a personal problem with her counselor.

Student:	I'm really worried about my relationshp with my boyfriend. He's always telling me what to do. When we go out, we always do what he wants, never what I want.
Counselor:	So you're having trouble accepting that the man should be the leader in a relationship.
Student:	I'd like to spend time with my friends, too. We only see his friends.
Counselor:	Have you thought about why it's so difficult for you to be supportive of him and his interests.
Student:	I'm thinking of breaking up with him.
Counselor:	Well, you know you might have the same problem with another boy. Men like to be the leader; they don't like bossy women.

Discussion Questions:

1. How would you feel if you were the students?
   The counselors?

2. What plans might the students make after those conversations?

3. What things should be changed in these interviews?

Couselor/Student Role-Play #1 from: *Title IX for sex equity: Trainer manual.* (1979). Denver: Colorado Department of Education. Used with permission.